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A Diachronic Study of Old English *þa* in *The Anglo-Saxon Chronicle*

Et l'étude au cycle terminal d'une séquence pédagogique
sur les Vikings et leur héritage aujourd'hui

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I. General Introduction

In the context of my master's degree, I was asked to produce a research paper composed of two parts, the first being dedicated to purely scientific research in any field related to the classes we were taught during this degree, and the second part dealing with the teaching aspect of the degree. This work required a year of extensive research in the chosen field and the need, during the following year, to come up with a lesson related in some way to the research. This first scientific part revolves around the field of linguistics and more specifically the linguistics of Old English, the ancestor language of the English we speak today. I chose this field of research because it was, in my opinion, the only one in which I could truly discover new material and apply my knowledge in mathematics and linguistics at the same time. The Old English side of things was just an added bonus which satisfied my interest in dead languages and linguistics in general.

Linking these two sides of my degree in one paper was not an easy task but I realized that Old English was the language spoken at the time of the first Anglo-Saxon kings, but also the time of the first Viking raids on the island. Linguistics being a tough subject to teach to high school students, I chose to focus more on the time period than the language spoken at that time. The lesson plan I devised focused therefore more on the Vikings and their influence than on Old English and its specificities. What's more, the Vikings have had great success in popular culture since the 19th century, and I thought that they would appeal to a class of highschoolers and use this interest to teach them about the "real" Vikings and just the stereotypical image that we have in mind today when thinking about this early medieval civilization.

II. Chapter 1 – Research

1. Introduction

þa is a very interesting word in Old English written works. It is found quite often but with sometimes very different uses and interpretations. It can be found either as an adverb meaning “then, at that time” or a conjunction meaning “when”, as can be read on the online dictionary of Old English by Bosworth & Toller :

When the word stands at the beginning of a clause and may be translated by ‘then’, the verb generally precedes its subject; if it is to be translated by ‘when’ the subject generally precedes the verb (Bosworth and Toller et al., “*þa*”).

But *þa* can also be interpreted as a discourse marker, signaling the beginning of a new foregrounded action in the narrative, similar to words such as “next” or “subsequently”. Discourse markers are a type of word that can be described, as Leiv Egil Breivik puts it, as:

short words and phrases that appear to be without propositional meaning and grammatical function, but they play an important role in the global organization of discourse in that they serve textual and interpersonal functions such as backgrounding, foregrounding, narrative segmentation and attention-getting... (Breivik 39)

According to a 1975 article by Robert Foster, Old English *þa* can either be a subordinate or coordinate marker of “temporal sequentiality” (Foster 406). In this paper, he goes into further detail on the ambiguous uses of the marker and the difficulty with which one might try to identify either of the uses. Three years earlier, Nils Erik Enkvist was wondering whether *þa* was used in Old English narratives as an action marker, since it is primarily found when relating vigorous events or fights and postulates that *þa* can be “detachable” without ruining the grammar of the sentence (Enkvist, “Old English Adverbial *þa*”). Both of these papers were written before the concept of discourse marker was invented though Enkvist already anticipated much of the notions he later identified and researched with the help of Brita Wårvik. The concept of discourse marker was fully identified in two papers by these researchers in 1986 and 1987.

More recently, in a 2003 paper, Leiv Egil Breivik disagrees with Enkvist’s attribution of textual function to *þa* alone, basing his argument on S.O. Andrew’s

data and research from 1934 (Andrew, “OE Word-Order”). Breivik states that the action marking function cannot be solely attributed to *þa* and that a V2 Verb-Subject syntax – where the verb occupies the second position of a clause – is also at play in marking action. (Breivik). Four years later in a 2007 paper, R.D. Fulk also exposed the “causal” aspect of *þa* when it can be interpreted as “now that”, though he focuses on OE verse since causal *þa* is very rare in OE prose and is primarily translated by “because” (Fulk). In 1986 and 1987, Enkvist and Wårvik expanded on Enkvist’s findings from 1975 insisting the multifunctional nature of *þa* (Enkvist, “The Textual Functions of *þa*”) and (Enkvist and Wårvik).

More recently, in 2011, Brita Wårvik discusses the functions of continuity or discontinuity (Wårvik, “Connective or ‘Disconnective’ Discourse Marker? Old English *þa*, Multifunctionality and Narrative Structuring”) and two years later the function of participant continuity of adverbial *þa* (Wårvik, “Participant Continuity and Narrative Structure”). Wårvik agrees with Andrew’s 1940 book on Old English syntax and style when he says that Old English parataxis is “simply a lack of grammatical subordination such as we find in the language of children and some primitive peoples” (Andrew, *OE Syntax* 87). Wårvik synthesizes this and negates the theories that “the repetition of adverbial *þa* is a symptom of primitive style” (Wårvik, “Participant Continuity and Narrative Structure” 220). In the same paper she agrees with Enkvist and Foster on the facts that *þa* is an action marker and that it also marks discourse units boundaries, which implies that *þa* is a signal of discontinuity in the narrative.

Last, the most recent study of Old English *þa* is a rather comprehensive thesis by Ninja Schulz in 2014. In her thesis, Schulz revisits previous theories on the different functions of *þa* from some of the researchers mentioned above and confronts these different ideas in a compilation of the different syntactic and pragmatic uses of *þa*. She specifically focuses on the interactions of syntactic and pragmatic features of *þa* in Old English prose and verse (Schulz). These papers all agree on one thing at least, *þa* is used to mark a sequence of actions in time. They also agree that *þa* is a marker of foregrounding in the text, which means that *þa* keeps us on the main line of narration, on the actions in the foreground of the text.

All of these papers focused on long narratives, whether it be prose or verse, such as Ælfric's works, Ohthere's interpolation in King Alfred's translation of Orosius' *Historia adversus paganos*, or *Beowulf*, but in this paper, I wish to see if the same observations can be found in shorter narrative units within a long work such as *The Anglo-Saxon Chronicle*. Though still a narrative work, the chronicle style is shorter, more concise, and each entry constitute an independent text – however, a few annals do tend to be longer than the rest. I wish to see if all uses or only some can be found in this type of written text, which are yet to receive focused critical attention. The chronicle is sometimes mentioned but only by a few of the articles above, and the analysis is never focused specifically on the chronicle.

Originally ordered by King Alfred the Great, the compilation of the Anglo-Saxon Chronicles started around A.D. 890 and was subsequently maintained and added to by generations of anonymous scribes until the middle of the 12th century (Sayles 77–85). Seven of the nine surviving manuscripts are written entirely in Old English:

- MS A – Winchester (or Parker) Chronicle [ca. 700 – 1099] (“Cambridge, Corpus Christi College, MS 173: The Parker Chronicle”)
- MS B – Abingdon Chronicle I [ca. 4th quarter of 11th c. – 2nd half of 14th c.] (“Cotton MS Tiberius A VI”)
- MS C – Abingdon Chronicle II [ca. 1st half of 11th c. – 2nd half of 12th c.] (“Cotton MS Tiberius B I”)
- MS D – Worcester Chronicle [ca. mid. 11th c. – 2nd half of 16th c.] (“Cotton MS Tiberius B IV”)
- MS E – Peterborough Chronicle [ca. 1121 – 2nd half of 13th c.] (“MS. Laud Misc. 636”)
- MS F – Bilingual Canterbury Epitome (translation in Latin for each annal) [ca. 4th quarter of 11th c. – 1st half of 17th c.] (“Cotton MS Domitian A VIII”)
- MS G (or A² or W) a later copy of MS A [ca. 11th c. – 15th c.] (“Add MS 34652”)
- MS H – the Cottonian Fragment [annals for AD 1113-1114] (“Cotton MS Domitian A IX”)

- MS I – An Easter Table Chronicle [late 11th c.] (“Cotton MS Caligula A XV”)

Due to the nature of this document – copied, interpolated, and modified over the centuries – it will also be interesting to study the evolution of *þa* through time by looking at all manuscripts from the oldest to the most recent one. But for the purpose of this present paper, I shall limit my study to MS A and MS E. The oldest period of written Old English is found in the Parker Manuscript and spans from the introduction to the annal for AD 891 (Sielanko-Byford 108–10). This section is also written in the West Saxon dialect, which would become the standard form of OE in manuscript writing. Sielanko-Byford divides both MS A and MS E into several time periods. MS A is divided into two main parts : “the first one extends from the beginning up to the entry for the year 1001, the second one starts with the year 1005 and finishes with the year 1070” (Sielanko-Byford 108). She further divides these parts into subsections which I shall develop fully in part 3.1 of this dissertation. MS E is divided into two parts as well : “(1) the pre-Peterborough entries, copied from a version of the Anglo-Saxon Chronicle at Peterborough around 1121, and (2) the Peterborough entries, that is the annals for 1122–1154, which were actually compiled at Peterborough.” (Sielanko-Byford 109). As for MS A, the two main parts of MS E are further subdivided into sections which I shall develop in part 3.1.

In order to attempt this diachronic study of Old English *þa* I worked with edited versions of MS A (Bately) and MS E (Irvine) as well as two translations of the chronicle one edited by Dorothy Whitelock (Whitelock et al.) and an older one by J. A. Giles (Giles). One major advantage of Whitelock’s translation is the fact that she tracks the sources for the different manuscripts she uses, and the different manuscripts are clearly distinguishable from one another (when they differ in content) on each page, an extensive editorial work which Giles didn’t provide. The advantage of Giles’s translation is that it is very literal in its rendering of the Old English language, syntax, and word order, making the text sometimes unidiomatic to a Modern-Day English reader, but providing an incredible platform to compare word for word with the Old English text, thus making it possible to study the syntax the syntax of Old English without the need to be fluent in the language.

2. Definitions

In order to properly study the Old English *þa*, its nature and the grammatical category to which it belongs must first be defined. To make this simpler to grasp, I will use examples from both Old and Present Day English.

As mentioned in the introduction *þa* is mainly used as a discourse marker but it can also be used as an adverb or a conjunction. As shall be demonstrated later, *þa* is most frequently used as a discourse marker, but given that this is not a traditional syntactic category I shall define this last. Let us first turn our attention to the definition of an adverb.

2.1. Adverb

According to the online dictionary Merriam-Webster, an adverb is a word:

typically serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial (“Adverb”)

This means that an adverb is a word, which is introduced in a clause to modify another element in the clause (or the whole clause). This modified element can range from a whole sentence to a simple preposition. The adverb modifies this element to express a place, a time, a manner, or anything else which the speaker or writer wishes to express. For example: “I watched intently as he painted his masterpiece”, here “intently” modifies the verb “watched” by expressing the manner in which the action was performed.

In the case of *þa*, “then”, the meaning is that of the adverbial phrase “at that time” as Brita Wårvik writes in her 1995 paper : “In addition to its text-structuring role, *þa* can also function as a time adverbial similarly to its Modern English counterpart then ‘at that time’...” (Wårvik, “The Ambiguous Adverbial/Conjunctions”) or in some cases “afterwards” but this meaning is less common. With the phrase “at that time”, “at that moment in the past”, the speaker/writer is referring to a point in time in the past before the moment at which the writer is writing or the speaker speaking. Adverbial *þa* is therefore a time adverb. It modifies the clause as a whole or just the verb phrase by locating the

moment in time when the action expressed by the verb takes place. For example, in MS E, annal [616]:

AN. .dcxvi. Her forðferde Æþelberht Cantware cining, se rixade .lvi. wintra; 7 æfter him feng Eadbald to rice his sunu, se forlet his fulluht 7 lifode on heðenum þeawe swa þet he heafde his feder lafe to wife. Ða mynte Laurentius þe ða wæs ercebiscop on Cænt þet he wolde sup ofer se 7 þet eall forlæton ... (Irvine 23)

In this year Ethelbert, king of the people of Kent, died, and he had reigned 56 years, and his son Eadbald succeeded to the kingdom. He abandoned his baptismal faith and lived by heathen customs, so that he had his father's widow as his wife. **Then Laurence, who was then archbishop in Kent, intended to go south across the sea and abandon everything;** ... (Whitelock et al. 16)

We can see with this example, two different functions of *þa*. The first *ða* in initial position of the clause is a discourse marker (see below), the second *ða* is a time adverb. It is used here to locate in time the period during which Laurence was archbishop. It would be possible to paraphrase with “Then Laurence, who was archbishop when the king died, intended to go south”. It is now clearly apparent how *ða* “then” is used as an adverb to mean “at that time”, “at the time when the king died”.

2.2. Conjunction

According to the online dictionary Merriam-Webster, a conjunction or conjunct is a word:

that joins together other words or groups of words. A coordinating conjunction connects words, phrases, and clauses of equal importance. [...] When placed at the beginning of a sentence, a coordinating conjunction may also link two sentences or paragraphs. A subordinating conjunction introduces a subordinate clause [...] and joins it to a main clause (“Conjunction”)

This means that a coordinating conjunction is a syntactic device used to join two equally important but separate sentences into one. In Old English the most frequent coordinating conjunction is *and/ond*, most often abbreviated by the Tironian sign “7”, a stylized version of the Latin *et*, “and”. The separation of clauses into sentences beginning by an upper-case letter and ending in with a full stop

wasn't the norm yet and so this overwhelming use of the conjunction *and/ond* was the main form of clause separation in Old English manuscripts:

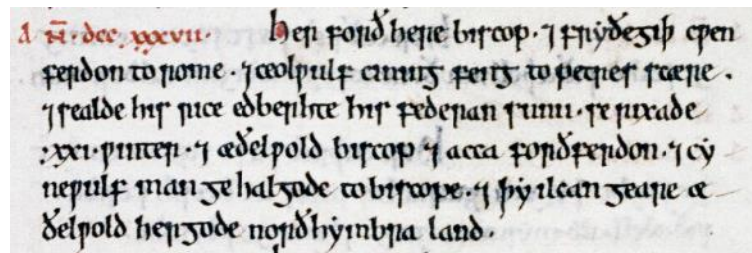


Figure 1 - Laud Misc. 636 (MS E), fol. 022r, annal 737 ("Bodleian Library MS. Laud Misc. 636")

AN.dccxxxvii. Her Forðhere biscop·7 Fryðegip cwen
ferdon to Rome·7 Ceowulf cining feng to Petres scære·
7 sealde his rice Edberhte his federan sunu· se rixade ·xxi·
winter·7 Æðelwold biscop 7 Acca forðferdon·7 Cy-
newulf man gehalgode to bioscope·7 þy ilcan geare Æ-
ðelwold hergode Norðhymbra land.¹

Other than the “interpunct”, a point in the middle of the line, the main punctuation was in fact the co-ordinate conjunction *and/ond* abbreviated by the Tironian sign “7”.

Unlike *and* which is a co-ordinate conjunction, *þa* is a subordinate conjunction with a temporal value. When it has this function, it is more suited to be translated by a Present-Day English “when”. This implies a subordination of two clauses, a subordinate clause, and a main clause, as said in the definition from Merriam-Webster above.

In her 1995 paper, Wårvik writes that:

the typical use of *þa*_{conjunction}-clauses in Old English narrative [is to] depict events that are on the story-line, but serve as background to the events in the accompanying main clause, which may be marked by the adverbial *þa*. (Wårvik, “The Ambiguous Adverbial/Conjunctions”)

This means that when using the conjunction *þa* the author provides the reader with information of a lesser importance, background information, but still necessary to the understanding of the events in the main clause. This can be illustrated by the following example from MS A, in the annal for [910]:

¹ Adapted for legibility from (Irvine 36) to better correspond to the original manuscript.

“7 hie offoron ðone here hindan, *þa* he hamweard wæs,” (Bately 64)

“and they overtook the Danish army **when** it was on its way home”
(Whitelock et al. 61)

In this example, the first clause express an action, while the second offers a precision on the moment when this action occurred. This second clause is introduced by a *þa* conjunction.

2.3. Correlation

As Foster writes in his 1975 paper, there is a special case of the use of *þa* clauses, when a *þa*_{conjunction}-clause is followed by a *þa*_{discourse marker}-clause :

many Old English narrative passages are composed of strings of largely independent units marked and coordinated by *þa*, which is used here as an infinitely repeatable marker of temporal sequentiality and carries little or no information about the grammatical relation of clauses. Each of these *þa*-headed discourse units is composed of one or more independent clauses. Within each unit, there may be found both coordination and subordination, and even cases of subordination by the *þa* . . . *þa* 'when . . . then' construction. These passages, then, can be examined from a broader perspective than the level of grammatical relations, namely that of the organization of narrative material. (Foster 406)

This type of the use of *þa* creates a correlative “when/then” structure : “When X happenned . . . , then Y took place . . .”. This structure is obsolete in Modern-Day English and so the “then” of the main clause is often omitted in modern translations. Distinguishing between the two functions of *þa* may be tricky at times as Wårvik writes in her 1995 paper on the subject:

The distinction between main and subordinate clauses may be blurred in correlative constructions, that is, pairs of clauses headed by *þa* or *þonne*, for example [...]. In correlative constructions with *þa*, main and subordinate clauses are typically distinguished by different word orders. (Wårvik, “The Ambiguous Adverbial/Conjunctions”)

Bruce Mitchell, in his 1985 book *Old English Syntax*, vol. 2 (Mitchell, §2539), states that the adverb/conjunction confusion in *þa* ... *þa* clauses can be resolved almost always by observing the order of the words. In such constructions,

two configurations emerge : the first far more frequent “*þa*_{conjunction} S ... V, *þa*_{adverb} VS”, where the first clause is subordinate to the second ; and the second rarer but still found “*þa*_{adverb} VS, *þa*_{conjunction} S ... V”, where the second clause is subordinate to the first. However, it must be kept in mind that configurations where *þa* S(...)V is a main clause and where *þa* VS is subordinate do exist in extant texts and sometimes are there to provide some stylistic effect of the author more than as a syntactic alternative of the main configuration. Mitchell is cautious in explaining this concept however, because the distinction between subordination and lack of subordination (hypotaxis and parataxis) was not as clearly marked in Old English as it is in Present-Day English, and proposes these ambiguous cases are in between hypotaxis and parataxis (see Mitchell, §§2544-2553)

Examples of correlative structures will be given further down in part 3.3.2.1., but for the purpose of the definition of this use of *þa*, I shall give the following example here from MS A [895]:

Þa hie ða þæt geweorc furþum ongunnen hæfdon 7 þærto gewicod hæfdon, þa onget se here þæt hie ne mehton þa scipu ut brengan.
(Bately 59)

When they had already begun the work, and had encamped before it, **then** perceived the army that they should not be able to bring out their ships. (Giles 62)

In this example, the sentence starts with the subordinate clause “*Þa hie ða þæt geweorc furþum ongunnen hæfdon 7 þærto gewicod hæfdon*”, “When they had already begun the work, and had encamped before it,”, which is actually two clauses joined together by the coordinating conjunction *and* “7”, followed by the main clause, “*þa onget se here þæt hie ne mehton þa scipu ut brengan*”, “then perceived the army that they should not be able to bring out their ships”. The subordinate clause provides temporal background information as to when the enemy (the Danes here) realised that they could not bring their ships out, barred by the English army building a fortress on the river (the “work” here). Whereas the main clause, introduced by a *þa* discourse marker (see below), expresses the actual action (here “perceiving”). The subordinate clause contains, as suggested by Wårvik above, an additional adverbial *þa* (spelled *ða*).

2.4. Discourse marker

As mentioned above, discourse marker quickly became prevalent when analyzing the uses of *þa* after this function was identified. In this section I shall explain why discourse markers have a peculiar status when it comes to word class and are not a traditional syntactic category.

As explained by Breivik in his 2003 paper, discourse markers are “short words or phrases” (Breivik 39) that appear in the text and seem to be void of propositional content and have no syntactic function in the sentence. But in fact, they are important in the text, not for its grammatical correctness, but to provide structure to the text and signal the attitude of the speaker or writer. They can also provide information on the foreground, the action itself, when it is composed of a succession of actions for example. They can serve the author directly, to provide structure to the text, that is what is meant by “narrative segmentation” or to serve the reader directly, in grabbing their attention by providing anchor point in the narration in order to keep track of what is happening.

In his 2003 paper, Breivik gives examples of discourse markers of the oral discourse and informal written discourse of Modern Day English: “oh, you see, I mean and well” (Breivik) and I could add other examples such as : “like, you know, now, so, ...” and many more. These words are not to be confused with what might be called “linking words” such as: “furthermore, thus, similarly, however, ...” which are not void of meaning, they add some degree of subtlety to the narration, and they provide structure semantically as well as syntactically.

In the case of *þa*, its presence can be compared to the use of bullet points or to the beginning of a new paragraph, to add more information. In a literary translation it can be rendered by words such as “then”, “next”, or “after that”. Enkvist shows in his study of the marker (Enkvist, “Old English Adverbial *þa*”) that *þa* is mainly found in clauses containing foreground action and less in those containing background action. Enkvist puts forward the theory that one of the functions of *þa* is “is to mark actions and sequences of actions” (Enkvist, “Old English Adverbial *þa*” 93). *þa* as a discourse marker would therefore tend to appear more frequently to showcase functions of foregrounding more than backgrounding.

þa checks other characteristics of the discourse marker when used as such, as Enkvist wrote in a later paper: “Old English *þa* has several, though related functions. It can indicate action, foregrounding, sequencing, the division of a narrative into subunits such as episodes and actions, and a style flavouring oral story-telling” (Enkvist, “The Textual Functions of *þa*”). For example, in MS A, annal [912]:

AN. .dccccxii. *Her on þys geare ymb Martines mæssan het Eadweard cyning atimbran þa norðran burg æt Heorotforda betweox Memeran 7 Beneficcan 7 Lygea. 7 þa æfter þam þæs on sumera. betweox gangdagum 7 middum sumera, þa for Eadweard cyning mid sumum his fultume on Eastseaxe to Mældune 7 wicode þær þa hwile þe man þa burg worhte 7 getimbrede æt Witham, 7 him beag god dæl þæs folces to þe ær under Deniscra manna anwalde wæron; 7 sum his fultum worhte þa burg þa hwile æt Heorotforda on suphealfe Lygean.* (Bately 64)

In this year about Martinmas, King Edward ordered the northern borough at Hertford to be built, between the Maran , the Beane, and the Lea, **and *then* after that on the summer**, between Rogation days and midsummer, **[*then*] king Edward went with some of his forces into Essex to Maldon**, and camped there while the borough was being made and constructed at Witham, and a good number of the people who had been under the rule of the Danish men submitted to him. And meanwhile some of his forces made the borough at Hertford on the south side of the Lea. (Whitelock et al. 62)

In this annal, I put in bold print two clauses containing *þa* “then, next”. If the author were to remove them, it wouldn’t damage the understanding of the message nor the correctness of the sentences, in fact the second one was removed in the translation. I added it back for a clearer comparison of the two paragraphs, but it is clear that both *þa* have no meaning, I would even go as far as saying that they are redundant. The first *þa* is followed by “*æfter þam*”, “after that”, and therefore isn’t needed to build the structure of the sequence of actions. The second *þa* seems to go over the two previous clauses to ignore them and link “*Her on þys geare ymb Martines mæssan het Eadweard cyning atimbran þa norðran burg æt Heorotforda betweox Memeran 7 Beneficcan 7 Lygea*” to its own clause “*for Eadweard cyning mid sumum his fultume on Eastseaxe to Mældune*”. I can then confidently say that both *þa* have a function of discourse marker because they carry no meaning but still

provide some structure to the narrative and keep the reader focused on the chronology of the events.

3. *þa* in the Anglo-Saxon Chronicle

3.1. Methodology for data collection

It is important to mention that I didn't record every single occurrence of the marker in the extant texts because of the particular nature it has. According to *A Microfiche Concordance to Old English* (Venezky), *þa/ða* is the third most frequent word in Old English with over 65,000 occurrences over all the extant Old English texts. *þa* can be an adverb, a conjunction, or a discourse marker – which are the three possibilities that interest us – but it can also be a form of the definite article *se* depending on the case in which it is used (namely in the feminine accusative singular and plural in the nominative and accusative cases). It is also worth mentioning that when the *Chronicle* manuscripts were written, *þ* and *ð* were used almost interchangeably and therefore I did not make a distinction between the two spellings of *þa* / *ða*. However, according to Janet Bately's introduction of her edition of MS A, in the first and second sections (annals up to approximately 920) “*þ* is preferred to *ð*” (Bately xxvi), and *þ* is more common than *ð* in initial position with hand 2a, 2b, 2c, and 2f.

Regarding the contexts in which *þa* appears, special occurrences will be dealt with separately. In some cases, *þa* can appear in adverbial locutions and therefore cannot be taken into account in the general tally of occurrences.

As for the interpretation of the marker, I used the translations which I have mentioned above in the introduction. In some cases, the translations were not clear enough or had taken stylistic liberties, however the context was always explicit enough to resolve any ambiguities or uncertainties.

The occurrences of *þa* were reported in a table which can be consulted in the annex of this dissertation. The different uses of *þa* are color-coded for better readability and statistics of the frequency of use of each use are recorded in a smaller table as a key for the main table.

As I mentioned in the introduction both manuscripts have been divided in several time periods according to the classification found in (Sielanko-Byford) :

Chronicle A can be divided, first of all, into two parts; the first one extends from the beginning up to the entry for the year 1001, the second one starts with the year 1005 and finishes with the year 1070, where the English text of the Chronicle ends. (Sielanko-Byford)

The first part of MS A is further subdivided as follows:

- Section I (up to 891) based on the original compilation “the Common Stock”
- Section II (892 to 924) the first continuation
- Section III (925 to 975) the second continuation
- Section IV (978 to 1001) the third (and last) continuation

The second part is not subdivided.

A single scribe, from the late 9th to early 10th century, called “Hand 1” by Bately, was responsible for writing all the material found in section I, “from the prefaced material and the annal for 60 B.C. to the first part of the annal for A.D. 891, and for the annal-number 892” (Bately xxi). Two later scribes, *Hand 1a* and *Hand 1b*, were responsible for minor alteration and interpolations in this section, although it appears more difficult to date these two hands. The material in section II, up to annal 920 was written by six scribes, *Hands 2a-2f*, according to Bately, three major scribes with three additional scribes who wrote minor sections of this part of the *chronicle* (Bately xxv–xxxiii). *Hand 3 and 3a* were responsible for the annals 924 to 955 and wrote them all around the 950s and one or two new scribes for annals 956 to 968 (Bately xxxiv–xxxv). “*Hand 5*. A fifth major scribe was responsible for annals 973-1001.” (Bately xxxvii). *Hand 8 (and Post-Conquest hands 8a-8g)* is the main interpolator of MS A. he was responsible for “more than thirty interventions as far as 616” and they were writing around the year 1100 (Bately xl–xli). *Hand 9* was responsible for annals 1005 to 1066 and was writing in the first half of the 12th c.

As for manuscript E:

The material of Chronicle E can, like that of A, be divided into two parts: (1) the pre-Peterborough entries, copied from a version of the Anglo-Saxon Chronicle at Peterborough around 1121, and (2) the

Peterborough entries, that is the annals for 1122–1154, which were actually compiled at Peterborough. (Sielanko-Byford)

The first part of MS E is further divided as follows:

- Section I (up to 890)
- Section II (892 to 975) “which includes a selection of Northumbrian annals and the second official continuation (924–975)” (Sielanko-Byford)
- Section III (976 to 1022)
- Section IV (1023 to 1067)
- Section V (1068 to 1121)

The second part of MS E is further divided as follows:

- First continuation (1122 to 1131) chronicler more or less contemporary with the events
- Second continuation (1132 to 1154) chronicler writing in 1154-1155

The material found in MS E was written by only 2 scribes according to Irvine. The first scribe was responsible for the annals up to 1131. “The consistency of the hand and ink in the writing of the annals up to the end of 1121 (fol. 81r at line 10) would suggest that they were all copied more or less continuously.” (Irvine xviii) The ten subsequent annals would have been written by the same scribe as time went on. A second scribe was responsible for the annals 1132 to 1154, entered in the chronicle all at once. (Irvine xix)

In order to simplify comparison between the two manuscripts I shall group some sections so that they correspond better between manuscripts. My sectioning of the time periods is as follows:

- Section I (Section I of both MS A and MS E) up to c. 890
- Section II (Section II and III of MS A and Section II of MS E) c. 890-975
- Section III (Section IV and Part 2 of MS A and Section III and IV of MS E) c. 975 to 1070
- Section IV (Section V of MS E) 1068 to 1121
- Section V (Part 2.1 and 2.2 of MS E) 1122 to 1154

3.2. Some statistics on the occurrence of *þa* / *ða*

This section shall offer tables of statistics on the occurrences of *þa* and the frequency of the use of its different functions over the two manuscripts and the

different time frames in these manuscripts. The data in the following tables can also be found in the documents provided in the annex.

Table 1 - MS A, total of þa to total of words by period (Sielanko-Byford's sectioning)

	Section I up to 891	Section II 892 to 924	Section III 925 to 975	Section IV 978 to 1001	Part 2 1002 to 1070	Total
Total þa	98	130	8	10	6	267
Total words	8,791	4,412	1,125	439	488	15,255
Percentage (%)	1.115	2.947	0.711	2.278	1.230	1.652

Table 1 shows the total number of occurrences of þa compared to the total number of words in each time period in MS A, as defined by Sielanko-Byford. It is worth mentioning that this table, as well as other subsequent tables (unless specified otherwise), does not include all occurrences of þa, but only the occurrences which are relevant to our study, nor does it include the occurrences of þa when appearing in combination with another particle which will receive special attention in part 3.3.2.

As shown in Table 1 above, section II is the time period which contains the most occurrences of þa, it is also the period in which þa is the most frequent. It is interesting to note that although section I is twice as long as section II, þa is less than half as frequent. Section III lasted ten more years than section II, yet it is almost four times shorter and þa is four times less frequent in section III than in section II. One could wonder why there are so few uses of þa in that section compared to the other sections, whether something changed stylistically in this particular section. I found the answer to these questions by looking at the text of the MS A: in this section, annals [947], [942], [973], and [975] are four long entries in verse, where þa is still present but far less frequent than in prose. This statistical curiosity sheds light on the fact that there is a marked difference between narrative prose and narrative verse in the use of þa.

Let us now compare this data with that found for MS E.

Table 2 - MS E, total of *pa* to total of words by period (Sielanko-Byford's sectioning)

	Section I up to 890	Section II 892 to 975	Section III 973 to 1022	Section IV 1023 to 1067	Section V 1068 to 1121	Part 2.1 1122 to 1131	Part 2.2 1132 to 1154	Total
Total <i>pa</i>	135	27	211	111	137	58	41	720
Total words	13,039	1,809	6,326	5,024	13,890	4,685	2,628	44,773
Percentage (%)	1.035	1.492	3.335	2.209	0.871	0.986	1.560	1.608

Table 2 shows the total number of occurrences of *pa* compared to the total number of words in each time period in MS E, as defined by Sielanko-Byford. As mentioned above, this table does not include all occurrences of *pa* but only those relevant to our study.

In this table, Section 1 (annals up to A.D. 890) spans over the same amount of time as that in MS A and yet MS E is almost 1.5 times longer and contains 33 more occurrences of *pa* than MS A. This discrepancy between the two manuscripts can be accounted for by the differences in recording the annals on certain years. Because the two manuscripts were written in different locations, the scribe deliberately parted from the “common stock” of MS A to record events more relevant to the area of recording. This makes for additional annals or annals different in content and length. Section II of MS E spans over the time of Section II and III of MS A and yet is three times shorter with *pa* almost twice less frequent. Section III of MS E is the section where *pa* is the most frequent, but Section V is the longest. On average *pa* is slightly less frequent in MS E than in MS A with a minor difference of 0.05%.

The following table presents the number of occurrences of the different functions in both manuscripts along with the percentage that they represent.

Table 3 - Occurrences of the functions of *THA* by period (new sectioning)

	Section I up to c. 890		Section II c. 892 to 975		Section III c. 975 to 1070		Section IV 1068 to 1121	Section V 1122 to 1154	Total	
	MS A	MS E	MS A	MS E	MS A	MS E	MS E	MS E	MS A	MS E
Discourse Marker	80	97	94	19	14	234	63	44	188	457
% / total words	0.91%	0.74%	1.7%	1.05%	1.51%	2.06%	0.45%	0.6%	1.23%	1.02%
% / occurrences	78.4%	71.8%	63.5%	70.4%	82.3%	72.7%	46%	44.4%	70.4%	63.5%
Conjunction	6	3	12	0	2	3	13	2	20	21
% / total words	0.07%	0.02%	0.22%	0%	0.21%	0.03%	0.09%	0.03%	0.13%	0.04%
% / occurrences	5.9%	2.2%	8.1%	0%	11.8%	0.9%	9.5%	2%	7.5%	2.9%
Adverb	8	10	17	1	0	11	13	1	25	36
% / total words	0.09%	0.07%	0.3%	0.05%	0%	0.1%	0.09%	0.01%	0.16%	0.08%
% / occurrences	7.8%	7.4%	11.5%	3.7%	0%	3.4%	9.5%	1%	9.4%	5%
Correlation	5	19	16	0	0	57	30	37	21	143
% / total words	0.06%	0.15%	0.29%	0%	0%	0.5%	0.22%	0.5%	0.14%	0.32%
% / occurrences	4.9%	14.1%	10.8%	0%	0%	17.7%	21.9%	37.4%	7.9%	19.9%
Logical link	0	2	0	1	0	0	0	0	0	3
% / total words	0%	0.02%	0%	0.05%	0%	0%	0%	0%	0%	0.007%
% / occurrences	0%	1.5%	0%	3.7%	0%	0%	0%	0%	0%	0.4%
<i>pa</i> in combinations	3	4	19	6	1	17	18	15	14	60
% / total words	0.03%	0.03%	0.34%	0.33%	0.11%	0.15%	0.13%	0.2%	0.09%	0.13%
% / occurrences	2.9%	3%	12.8%	22.2%	5.9%	5.3%	13.1%	15.1%	5.2%	8.3%
Total <i>pa</i> alone	98	131	139	21	16	305	119	84	253	660
% / total words	1.11%	1%	2.51%	1.16%	1.72%	2.7%	0.9%	1.15%	1.66%	1.47%
% / occurrences	96.1%	97%	93.9%	77.8%	94.1%	94.8%	86.9%	84.9%	94.8%	91.7%
Total	102	135	148	27	17	322	137	99	267	720

Table 3 presents the number of occurrences of each function of *pa* by period in both MS A and MS E, as I sectioned (see 3.1. above). The figures in Table 3 are rounded up or down to two decimal points for the frequency of uses relative to the number of words and to one decimal point for the frequency of uses relative to the number of occurrences. Figure 2 and Figure 3 (see annex) show the percentages of

frequency of use to the number of occurrences in a pie chart format and isolated by period. It is now visible in numbers that the function of discourse marker in MS A represents 78.4% of occurrences of *þa* in section I, 63.5% in Section II and 82.3% in Section III. The dip in the frequency of discourse markers relative to other uses of *þa* in Section II of MS A can be explained, regardless of the stylistic change of this section as mentioned above, by the rise of the frequency of the function of correlation and the adverbial phrases involving *þa*. In fact, by looking at the frequency of discourse marker relative to the total number of words in section II, it is remarkable that the frequency should be the highest of the three periods. The function of adverb and conjunction do not appear in Section III, this could be because of the particular shortness of this section, it spans over 100 years but contains only 19 annals in Old English making up to 927 words, and 11 of these annals do not exceed 2 lines (the shortest containing 4 words and the longest 16) (Bately 76–84) This is reflected in the total number of occurrences of *þa* in this period, only 17, compared to 148 of the previous period.

In MS E, the use of discourse marker is somewhat constant at around 70% in the first three periods in comparison with other functions but relatively to the total of words, a rise in the use of discourse markers can be seen over the first three sections. This use of *þa* knows a dip in frequency in the two later periods, relative to other uses, decreasing to around 45%. This makes the average frequency of discourse markers in MS E almost 10% less than in MS A. The biggest difference, however, is that of the frequency of correlative structures, they only represented 8% in MS A but increased to 20% in MS E. This increase of the use of subordinate clauses shows a narrative style becoming syntactically more complex, the style seems to shift from an oral style to a more written style, taking the language of the *Anglo-Saxon Chronicle* from parataxis to hypotaxis. This however does not imply that the content of the language became more complex, as Foster said in his 1975 contribution to the *Neuphilologische Mitteilungen*: “It should be kept in mind that the question of parataxis and hypotaxis is far more relevant to style and mood than to literal meaning, which is usually unambiguous.” (Foster 405, n.1)

There are also a lot more occurrences of *þa* in combinations in adverbial phrases in MS E than in MS A. Though the percentage of frequency is only slightly

elevated, the number of occurrences is the real indicator of this increase: from only 14 in MS A to 60 in MS E. Within both manuscripts, there is an increase of these adverbial phrases over time. From 3 to 19 in MS A between Section I and Section II (and only 1 in Section III, but this can be explained by the shortness of the section (see above)), and 4 to 6 to 17 to 18 in MS E from Section I to IV, with just a slight dip to 15 in Section V. There isn't a visible trend in the frequency of appearance however, so it is difficult to say if these combinations were really phrases since their components could be found independently in other parts of the manuscripts.

It seems, however, that the functions of conjunction and adverb in MS E didn't have the same increase in use. There are more occurrences of both functions in MS E than in MS A, yet they are less frequent. This could mean that though the frequency of correlative structures (involving both *þa*_{conjunction} and *þa*_{adverb}) increased, the use of *þa*_{conjunction} alone and *þa*_{adverb} alone remained steady overtime, their frequency was just overshadowed by correlative structures.

In *Table 3* above I have included a line for a function of “logical link”, this is in fact a sub-type of a correlative structure but with a dimension of logical consequence (hence “if/then” as a descriptor). I chose to give this use of the correlative structure its own category in the table. There were so few occurrences of this type in MS E that I deemed it appropriate to isolate them. All three instances of the function of logical correlation appear in interpolations called “Peterborough interpolations”, written by the first scribe of MS E and which can be identified “by their subject-matter but also by the distinctively late characteristics of their language.” (Irvine xc):

MS E [675] (a): “*hwa swa halt þis write 7 þis bode, þa wurðe he efre wuniende mid God ælmihti on heuenrice,*” (Irvine 32)

(b) “*7 hwa swa hit tobreceð, þa wurðe he amansumed*” (Irvine 32)

These two occurrences appear back-to-back in the text, they are in fact part of the same sentence in the manuscript. This one sentence has been cut in two in Giles translation (this part of the annal being a long Peterborough interpolation, it is not included in Whitelock's translation) :

Nu wille ic hit segge mid worde þæt hwa swa halt þis write 7 þis bode, þa wurðe he efre wuniende mid God ælmihti on heuenrice, 7 hwa swa hit tobreceð, þa wurðe he amansumed 7 aniðrod mid Iudas 7 mid ealle deofle on helle buton he cume to dedbote. (Irvine 32)

Now will I say in a word, that, whoso holdeth this writ and this decree, then be he ever dwelling with God Almighty in the kingdom of heaven. And whoso breaketh it, then be he excommunicated, and thrust down with Judas, and with all the devils in hell, except he come to repentance. (Giles 25)

MSE [963]: “7 swa hwa swa hit tobrecoð, **þa** gife ic him Godes curs 7 ealra halgan 7 eallre hadede heafde 7 min, buton he cume to dædbote” (Irvine 58)

This third occurrence happens later in the manuscript, yet again in another Peterborough Interpolations. It does not figure in Whitelock’s translation, but it does in Giles’s : “and whosoever breaketh it, then give I him God’s curse, and that of all saints, and of all hooded heads, and mine, unless he come to repentance.” (Giles 81).

The structure “whoso(ever) does X ... , then Y happens” can be replaced by “if anyone does X ... , then Y happens” which lets us see more clearly the “if/then” descriptor of this correlative structure I talked about previously.

To sum up this section on the statistics of the use of *þa* I want to point out a trend that seems to emerge from the tables above. It seems that *þa* knew a steady increase in all uses up to Section III, c. 1070 and then a large decrease in section IV, before picking back up in Section V, except for the functions of adverb and conjunction in isolation, which seem to have been almost abandoned in favor of correlative structures – which involve the two but paired with each other.

3.3. Syntactic differences between uses

3.3.1. What is the role of word order in these different uses?

On Old English word order, Peter Baker, in the third edition of his *Introduction to Old English*, says this:

You may read in some sources, especially older ones, that Old English word-order is ‘free’ compared to that of Modern English, and you may conclude that writers of Old English could mix up their words in any order at all. (Baker 115)

Implying that there were no rule pertaining to the order in which words had to be arranged in order to create an intelligible sentence. Baker goes on to clarify the status of Old English word order: “But though word-order was freer then than now, there are just a few common word-orders in Old English clauses.” (Baker 115)

The main common word orders are the following three :

- Subject-Verb (SV) “where the verb immediately follows the subject” (Mitchell and Robinson, §143). SV is “typical of independent clauses, though it also occurs frequently in subordinate clauses” (Baker 116)
- Subject ... Verb (S...V), “where other elements of the sentence come between subject and verb” (Mitchell and Robinson, §143). S...V is “commonly found in subordinate clauses [...], though it does sometimes occur in independent clauses” (Baker 118)
- Verb-Subject (VS) “where the subject follows the verb” (Mitchell and Robinson, §143). VS is “common in independent clauses introduced by the adverbs *þa* ‘then’, *þonne* ‘then’, [...], and the conjunctions *and/ond* and *ac* ‘but’” (Baker 117)

Some variations of these orders can occur, for example : “*we hie ondredon* ‘we feared them’ is an idiomatic variation of the order SV rather than an example of S...V.” (Mitchell and Robinson, §144). For further precisions on variations and uncommon word-orders see (Mitchell and Robinson pp 63-65) and (Mitchell §§3887-951)

As I said in part 2.3. on correlation, when one encounters a succession of two clauses headed by *þa* there can be some hesitation in identifying their function but as Wårvik and Mitchell have said, this can be resolved through a minute observation of the order of the words. However, when word order is not typical, there can be greater confusion in the identification of the functions of *þa*.

When the first *þa*-headed clause is verb-final and the following *þa*-headed clause is verb-initial this means that it isn’t a parataxis of two independent clauses but rather a hypotactic correlation with the first clause being the subordinate clause,

headed by *þa*_{conjunction}, and the second clause is the principal clause headed by a *þa*_{adverb}.

3.3.2. Peculiar structures

As I said in previous sections, *þa* appears in complex structures of co-ordination or subordination, and adverbial phrases in combination with itself or other elements. The following paragraphs are dedicated to the illustration of such complex structures with examples of different correlative structures involving *þa*, and a list of the different adverbial combinations I found in both MS A and MS E. This list is not intended as a comprehensive referencing of all adverbial phrases involving *þa* in MS A and MS E, but I endeavored to make it as precise as I could by citing the most recurrent and note-worthy ones.

3.3.2.1. Correlative structures

3.3.2.1.1. *þa* ... , *þa* ...

This structure is the most common configuration for correlative structures involving *þa*. Here are a few examples :

MSA [893] (Bately 56; Whitelock et al. 55)

“Þa se cyng *þæt* hierde, **þa** wende he hine west wið
Exanceastres ...

When the king that heard, **then** turned he himself west towards
Exeter ...

“When the king heard that, he turned west towards Exeter with the whole
army,”

As sated above this is a correlative structure with first the subordinate clause: *þa*_{conjunction} + S (*se cyng*) + Obj (*þæt*) + V (*hierde* in the preterite tense) and then the principal clause: *þa*_{adverb} + V (*wende*) + S (*he*) + reflexive particle (*hine*) + Object (*west wið Exanceastres mid ealre þære fierde*)

This structure can be found numerous times in both MS A and MS E, for example:

MSA [917] “7 **þa** se firdstern for ham, **þa** for oþer ut,” (Bately 68)

“And when one division of the forces went home, then another went
out,” (Giles 71)

MSE [60BC] “**þa** þet onfundon ða Romani, **þa** noldon hi faron ofer þone ford.” (Irvine 3)

“When the Romans discovered that, [then] they would not cross the ford.” (Whitelock et al. 6)

MSE [999] “ac **ðā** þa scipu gearwe wæron, **þa** elkede man fram dæge to dæge” (Irvine 63)

“But when the ships were ready, [then] one delayed from day to day,” (Whitelock et al. 84)

Interestingly, in Section I and II of MS A (Sielanko-Byford’s sectioning), I found this structure with sometimes the insertion of a *þa* within the main clause after the first correlative conjunction. But the function of this second *þa* is ambiguous it can be interpreted either as an adverb or a discourse marker :

MSA [885] “**þa** hie þa hamweard wendon mid þære herehuþe, **þa** metton hie micelne sciphære wicenga” (Bately 52)

“**When** they [then] turned homeward with the booty, [**then**] they met a large naval force of vikings” (Whitelock et al. 51)

Where the first and third *þa* are respectively a correlative conjunction and an adverb while the second *þa* is used either as an adverb of time “then, at that time”, or as a discourse marker. Three other examples of this configuration can be found in MSA:

MSA [893] (a) “**þa** hie þa ealle gegaderode wæron, **þa** offoron hie þone here hindan æt Buttingtune on Sæferne stape” (Bately 56)

“**When** they [then] were all assembled, [**then**] they overtook the (Danish) army at Buttington on the bank of the Severn,” (Whitelock et al. 56)

(b) “**þa** hie ðā fela wucena sæton on twa healfe þær e, 7 se cyng wæs west on Defnum wiþ þone sciphære, **þa** wæron hie mid metelieste gewægde,” (Bately 56)

“Then **when** they had encamped for many weeks on the two sides of the river, and the king was occupied in the west in Devon against the naval force, [**then**] the besieged were oppressed by famine,” (Whitelock et al. 56)

MSA [894] “**þa** hie ðā eft ut of Norðwealum wendon mid þære herehyðe þe hie ðær genumen hæfdon, **þa** foron hie ofer Norðhymbra lond 7 Eastengla,” (Bately 58)

“When they turned back from Wales with the booty they had captured there, they went (...) across Northumbria and into East Anglia,” (Whitelock et al. 56)

In [893](b), Whitelock's translation would suggest that the inserted *ðā* is rather a discourse marker, noting some sequentiality in the events, or to indicate that there is more information following, rather than the adverb of time found in other examples.

These sections of MS A are the only ones where correlative structures are found. If later entries of MS A used correlation without this third *þa* one would be tempted to interpret it as a sign that the correlative structure is not yet fully stabilized at that earlier stage, but without additional evidence, it is hard to say anything about an evolution. What is certain is that in that part of the *chronicle* both structures (double or triple *þa*) are equally common.

3.3.2.1.2. *Sona swa ... , þa ...*

This construction is the second most common correlative structure involving *þa* and is translatable by “**as soon as** X happened , **then** Y happened”. Here are a few examples from MS A and MS E:

MSA [885] “**Sona swa** hie comon on Stufe muþan, **þa** metton hie .xvi. scipu wicinga” (Bately 52)

“So soon as they came to the mouth of the Stour, there met them sixteen ships of pirates;” (Giles 56)

MSE [885] “**sona swa** hi comon on Sture muðan **þa** gemætton hi .xvi. scipa wicinga”(Irvine 52)

“Immediately they came into the mouth of the Stour, they encountered 16 ships of Vikings” (Whitelock et al. 51)

MSE [1001] “7 **sona swa** hi togædere fengon, **þa** beah seo englisce fyrd,” (Irvine 63)

“and as soon as they joined battle the English army gave way,” (Whitelock et al. 85)

MSE [1087] “**Sona swa** hit com to þam Eastron, **þa** ferdon hi”(Irvine 99)

“As soon as Easter was reached, they marched” (Whitelock et al. 166)

This correlative structure works in the same way as the *þa ... , þa ...* structure with the exception that the subordinate conjunction *þa* “when”, is replaced by a subordinate conjunctive phrase *sona swa* “as soon as”, which adds a sense of

urgency or immediateness to the subordinate clause. This structure is found in MS A Section I and MS E Sections I and III and IV but not later.

For the translations of annal (885), this sense of urgency is found in “so soon as” and “immediately”, but Giles’s take retains more of the correlation than Whitelock’s, since it seems that he has no problem with using very archaic word order to match the sources as closely as possible, to the point where it becomes very unidiomatic in Modern-Day English.

3.3.2.1.3. Other correlative structures

- Variation of type *þa ... , þa ...* → *þa þa ... , þa ...*

MSE [1091] “**Ða þa** se cyng Willelm mid his fyrde genealehte, **þa** ferdon betwux Rodbeard eorl & Eadgar æðeling,” (Irvine 102)

“When King William approached with his army, Count Robert and the atheling Edgar acted as intermediaries” (Whitelock et al. 169)

This variation relies on the fact that the subordinate conjunction “*ða þa*” “when”, is itself a variation of the simpler *þa* “when”, as I mention later in section 3.3.2.2.1.

- Variation of type *sona swa ... , þa ...* → *sona þæs þe ... , þa ...*

MSE [1048] “7 **sona** þæs þe þis wæs, **þa** forlet se cyng þa hlæfdian seo wæs gehalgod him to cwene” (Irvine 82)

“And as soon as this had happened the king put away the lady who was consecrated his queen,” (Whitelock et al. 121)

In this variation, the comparative *swa* is replaced by two pronouns *þæs* and *þe*, creating a complex conjunction of three elements. As Whitelock translated this correlative structure, she makes no difference from the more common version, and the same sense of urgency given by *sona* is found here too.

- Type *syððan ... , þa ...*

MSE [1013] “**Syððan** he undergeat þet eall folc him to gebogen wæs, **þa** bead he þet man sceolde his here metian & horsian” (Irvine 70)

“**After** he had learned that all the people were obedient to him, **then** bade he that his army should be victualled and horsed ” (Giles 101–02)

MSE [1087] “**Syððan** heom ateorede mete wiðinnan þam castele, **ða** gyrndon hi griðas agefan hine þam cyng, ” (Irvine 100)

“**Afterwards**, their food failed in the castle; **then** they asked for a truce and rendered it up to the king,” (Whitelock et al. 167)

MSE [1127] “**Siððon** þurh his micle wrences **ða** beiæt he þone ærcebiscoprice of Besencun” (Irvine 128)

“**Afterwards**, by means of his great stratagems, he **then** obtained the archbishopric of Besançon” (Whitelock et al. 193)

This type of correlative structure is found in MS E but not in MS A. The subordinate conjunction is *syððan*, “since, where the tense of the verb in the clause introduced by *siððan* is past, in the other clause present, [or] after, where the tense is the same in each clause” (Bosworth and Toller et al., “*Siððan*”), as mentioned on the Bosworth & Toller page on *siððan*, it can have some spelling variations of its own: “*siððan*, *siððon*, *syððan*, *seoððan*” and some more.

It seems fitting to find *þa* in this correlative structure since *siððan* means, here, “after, afterwards”, it shows some sequentiality in the narration : “X happened, after X has taken place, then Y happened.”

- Type *ealswa* ... , *þa* ...

MSE [1087] “**Ealswa** se biscop ferde 7 sceolde agifan þone castel 7 se cyng sende his men mid him, **ða** arisan *þa* men þe wæron innan þam castele” (Irvine 100)

“Just as the bishop went and was to render up the castle, and as the king sent his men with him, the men who were in the castle rose up” (Whitelock et al. 167)

According to the Bosworth & Toller page on *ealswa*, the word is an adverb meaning “ALSO, so, so as, likewise, even as, even so” (Bosworth and Toller et al., “*Eal-Swá*”). This is inconsistent with previous correlative, *ealswa* would have to be a conjunction to introduce a correlation. However, the word order “SV, VS” and the obvious connection between the two events – the bishop went to render up the

castle and at the same time the men who were inside the castle rose to their feet – make me think that this structure is indeed a correlative structure, despite *ealswa* being an adverb. I base my opinion on the fact that both of the translations I used give this structure as a correlation with “Just as ... , [implicit “then”] ...” (Whitelock et al. 167) ; and “After this ... , but then ...” (Giles 164)

- Type *ær ... , þa ...*

MSE [1129] “*Ær he wære wel ded, þa wære þær coren twa papes.*” (Irvine 131)

“Before he was well dead, two popes were elected there.”
(Whitelock et al. 195)

This structure can be seen as the opposite of *syððan ... , þa ...* , because *syððan* means “after”, and *ær* means “ere, before”. (Bosworth and Toller et al., “Ær”)

- Type *Þat ilce dæi þat ... , þa ...*

MSE [1154] “*Þat ilce dæi þat Martin abbot of Burch sculde þider faren, þa sæclede he & ward ded .iiii. nonas Ianuarii.*” (Irvine 138)

“That same day that Abbot Martin of Peterborough was to have gone there, he fell ill, and died on 2 January,” (Whitelock et al. 203)

This version of a correlative structure is the only one of its kind and is the very last one of MS E. It is introduced by an adverbial phrase meaning “The same day that ...”

3.3.2.2. *Uses of þa in combinations with other particles*

I have illustrated the main functions of *þa* and presented examples of these functions, but some occurrences remain unseen. These occurrences contain *þa* in combination with other elements, itself, other adverbs, or other words. Now, from the restricted sample of written Old English, it is often difficult to say if these combinations are true adverbial phrases – in the sense that they work as a single unit – or if they are only independent elements occurring simultaneously. Though it is interesting to see certain recurring combinations through both manuscripts. The following paragraphs are dedicated to the presentation of these combinations. Once again, this section is not meant to be a comprehensive list of all occurrences of each

combination but simply to show that they are found in both manuscripts at different times.

3.3.2.2.1. *þa þa*

This conjunction meaning “when” is a variation of the single *þa* “when” and seems to have appeared as a way to disambiguate *þa*_{conjunction} from *þa*_{adverb}, as suggested by Wårvik: “Another disambiguation strategy is doubling the word: the form *þa þa* is frequent especially in the works of Ælfric” (Wårvik, “The Ambiguous Adverbial/Conjunctions” 346). It is found in MS A and MS E in Section I up to Section IV, first in isolation and then in correlative structures as well, but not in Section V, despite the many “when / then” correlative structure. Perhaps this solution wasn’t used in spoken Old English and therefore didn’t survive in written form, or maybe it brought more confusion than disambiguation because of the inconsistent spelling of *þa*, see for example :

MSA [626] “*7 Penda hæfde .xxx. wintra rice 7 he hæfde .l. wintra þa þa he to rice feng.*” (Bately 28)

“and Penda held his kingdom for 30 years, and he was 50 years old when he succeeded to the kingdom” (Whitelock et al. 17)

MSA [1070] “*þa þa hi byder common*” (Bately 84)

“**When** they arrived there,” (Whitelock et al. 153)

MSE [565] “*7 þær forðferde ða ða he wæs .lxxvii. wintra.*” (Irvine 20)

“and died there **when** he was 77.” (Whitelock et al. 13)

MSE [1097] “*Ac þa ða se cyng geseah þet he nan þingc his willes þær geforðian ne mihte,*” (Irvine 108)

“But **when** the king saw that he could accomplish nothing of his purpose,” (Whitelock et al. 174)

MSE [1095] “*Ða þa se cyng ongean com, þa het he niman þone eorl Rotbeard of Norðhymbran & to Bæbbaburh lædan*” (Irvine 106)

“**When** the king came back he ordered Earl Robert of Northumbria to be seized and taken to Bamburgh,” (Whitelock et al. 173)

3.3.2.2.2. *þa sona*

MS A [891] “*7 foron þa sona to Ælfrede cyninge*” (Bately 54)

“and went **immediately** to King Alfred.” (Whitelock et al. 53)

MS E [449] “*Hy ða sona sendon hider mare weored þam oðrum to fultume.*”
(Irvine 16)

“They **then immediately** sent hither a greater force to the help of the others.” (Whitelock et al. 10)

As I said above it is difficult to say, from the few occurrences of this combination, whether it is really an adverbial phrase working as a block or just the succession of a *þa*_{discourse-marker} and the adverb *sona*.

3.3.2.2.3. *þa syððan / syððan þa*

MSA [640] “*7 Ermenred gestrynde twegen sunu. þa syððan wurðan gemartirode of Ðunore*” (Bately 29)

“and Eormenræd begat two sons who were afterwards murdered by Thunor.” (Whitelock et al. 18)

MSE [963] “**Syððan þa** *com he to se cyng Eadgar,*” (Irvine 57)

“Afterwards, then came he to the king, Edgar,” (Giles 79)

Again, it is difficult to say if this combination works as a block or whether it is two independent elements, but since Whitelock mutes her *þa* and Giles separates it with a comma, I tend to lean in their direction and posit that the two elements are not linked to form a block. *Syððan* seems to maintain its meaning of “after”, and *þa* doesn’t seem to affect its meaning.

3.3.2.2.4. *þa eft*

MSA [904] “*7 wendan ða eft hamweard;*” (Bately 62)

“and **then** turned homewards **again.**” (Giles 63)

MSE [1010] “*Wendon þa eft to scipon mid heora herehuðe,*” (Irvine 68)

“**Then** went they **again** to their ships with their booty.” (Giles 99)

According to the Bosworth & Toller page on *eft*, this adverb means “Again, second time, then, afterwards” (Bosworth and Toller et al., “Eft”). If *eft* can sometimes have a similar interpretation as *þa*, “then, afterwards”, then I could be reasonable to say that *þa eft* could work as single unit, a true adverbial phrase.

In some occurrences² the *þa eft* combination is found followed by a variation of the phrase “*æfter þam*”, “after that” which echoes the closure of an event and the succession of the next associated with *eft* and the sequentiality aspect inherent to *þa*: “*æfter þam on þam ilcan geare to gangdagum*”, “*swiðe raþe æfter þam*”.

3.3.2.2.5. *þa* doubled after a long adverbial phrase

In some instances, *þa*_{discourse marker} is followed by a long phrase and seems to be repeated after that long phrase. It doesn’t seem to have its place where it is and almost seems superfluous, but I feel that this repeated discourse marker intervenes to keep the reader on track with the sequence of events, or to keep them focused on the narration when the original discourse marker of the clause is overshadowed and lost after this long phrase.

MSA [918] “7 ***þa*** *on þæm setle ðe he þær sæt* ***þa*** *gefor Æþelflæd his swystar æt Tameworþige .xii. nihtum ær middum sumera;*” (Bately 68)

“**Then** during the stay he made there, **[then]** his sister Æthelflæd died at Tamworth twelve days before midsummer.” (Whitelock et al. 66)

MSE [1006] “7 ***þa*** *ofer þone midne sumor com* ***þa*** *se denisca flota to Sandwic*” (Irvine 65)

“And **then**, after mid-summer, **then** came the great fleet to Sandwich,” (Giles 96)

In both of these examples I have put in bold print the discourse markers and underlined the long phrase in between. The latter is considerably shortened in Giles’s translation and so the second “then” feels very superfluous in Modern English, so much so that in Whitelock’s translation – which is slightly later than Giles – it has completely disappeared and only the original (and most important in my opinion) discourse marker remains.

3.3.2.2.6. *þa hwile (þe)*

This combination is relatively frequent in both manuscripts (6 occurrences in MS A and 23 occurrences in MS E). It can be found with or with the final *þe* and it is easier to identify than the previously mentioned combinations. *þa hwile (þe)* works as a complex conjunction (like *sona þæt þe* above), it would translate literally

² see annex, Figure 4, MSA [917]

to “that time that” but is the ancestor of Modern Day English “while” (Mitchell, §§2628-2633). Given its frequency I shall only cite a few examples.

MSA [893] “*Ða besæt sio fierd hie þær utan þa hwile þe hie þær lengest mete hæfdon.*” (Bately 56)

“Then the English forces besieged them there **for as long as** their provisions lasted” (Whitelock et al. 55)

MSA [919] “*7 het opre fierd eac of Mircena þeode þa hwile þe he þær sæt gefaran Mameceaster on Norþhymbrum,*” (Bately 69)

“and commanded another force also of Mercians, **the while that** he sat there, to take possession of Manchester in North-humbria,” (Giles 72)

MSE [998] “*7 eoton heom þa hwile of Hamtunscire 7 of Suðseaxum.*” (Irvine 63)

“and **meanwhile** got their food from Hampshire and Sussex.” (Whitelock et al. 84)

MSE [1064] “*7 þa norðerne men dydan mycelne hearm abutan Hamtune þa hwile þe he for on heora ærende,*” (Irvine 86)

“And the northern men did much damage round Northampton **while** he was gone on their errand,” (Whitelock et al. 138)

3.3.2.2.7. þa followed by a “time locator”

Þa is sometimes followed by an adverbial phrase of time, which I call a “time locator” for its use in locating the action in time. Some of these time locators truly reflect the sequentiality aspect of *þa*, and others just situate the action at a specific time, for example:

MSA [755] “*Ða on morgenne gehierdun þæt þæs cyninges þegnas þe him beæftan wærum þæt se cyning ofsleġen wæs,*” (Bately 37)

“Then in the morning the king’s thegns who had been left behind heard that the king had been slain.” (Whitelock et al. 31)

MSA [853] “*Ða þy ilcan geare Ealhere mid Cantwarum 7 Hunda mid Subrigium gefuhton on Tenet wiþ hæpnum herige*” (Bately 45)

“Then **the same year** Ealhhere with the people of Kent and Huda with the people of Surrey fought in Thanet against the heathen army,” (Whitelock et al. 43)

MSE [992] “*7 þa on þere nihte ðe hi on ðone dæi togædere cumon sceoldon,*” (Irvine 61)

“and then **during the night** of which they should have joined battle by day,” (Giles 88)

MSE [1002] “*And þa on þam ilcan lengtene com seo hlæfdige Ricardes dohtor hider to lande.*” (Irvine 64)

“And then **in the same Lent [i.e. spring]** came the lady, Richard's daughter, (...), hither to land” (Giles 94)

Other time locators include but are not limited to : “*þa aefter þam*” / “*þa on morgen*” / “*þa sona aefter þam*” / “*swiðe raþe aefter þæm*” / “*þa sum siþe*” / ...

3.3.2.2.8. þa followed by a “spatial locator”

As with time locators, *þa* can sometimes be followed by an adverbial phrase of place, a “spatial locator”, which situates the action’s location. This combination is somewhat interesting since *þa* is etymologically a word denoting some notion of time. This notion of time is transformed in an idea of succession of information in the discourse when *þa* is used as a discourse marker. But to see it followed by a phrase of place is noteworthy. Often, this phrase of place is the object of verbs of movement “go, ride, ...”, sometimes “be”, but in fewer cases this adverbial phrase of place is not the object of a verb, or at least the verb is elided to not be repeated from the previous clause. For example :

MSA [886] “*7 þa up on Sigene*” (Bately 53)

Here the adverbial phrase of place is introduced by the preposition “*up*”, “up”, and the verb is “*for*”, “*faran*, go” and appears in the previous clause: “*Her for se here eft west þe ær east gelande*”, but it is not repeated in the second clause of the sentence.

4. Conclusion

In this dissertation I endeavored to study the functions of Old English *þa*, in a style of narrative prose which had not yet received focused analysis, the *Anglo-Saxon Chronicle*. To do so, I reviewed the relevant literature on the subject and determined a void in the research, which I could fill to contribute to the field of research. I defined the three main uses of *þa* – conjunction, adverb, and discourse marker – and illustrated the different situations in which I encountered *þa* in the

Parker Manuscript (MS A) and the Peterborough Manuscript (MS E) of *The Anglo-Saxon Chronicle*. These situations included *þa* alone at the head of clause, *þa* alone inside the clause, *þa* as a marker of correlative structure, and *þa* in combinations with other words to form adverbial phrases, or at least what I determined could be adverbial phrases.

The main goal of this dissertation was to determine if all or only some pre-established functions of Old English *þa* could be found in *The Anglo-Saxon Chronicle* and study its evolution through time with the help of the oldest and newest surviving manuscripts of the chronicle. I recorded all relevant occurrences of *þa* (see annex, *Figure 4*) and did find all functions – adverb, conjunction, and discourse marker – and provided examples and translations for each. I can therefore confidently say that this point of my initial goal was successful.

However, as for the evolution of *þa* through time, I cannot be as confident in my findings. Though the writing and MS A and MS E are spaced apart by around 100 to 150 years, there was no real trend that emerged in the use of *þa*. I did find more occurrences in MS E, but as I have said this is due to the length of this manuscript and not to a massive increase in use. The frequency of the use of *þa* remained relatively constant between the compilation of MS A and that of MS E. The functions of conjunction and adverb experienced a slight drop in frequency towards the end of MS E, but this was balanced by the large increase of correlative structures in the last period of MS E as sectioned by Sjelanko-Byford (Part 2.2 1132 to 1154). These correlative structures contain *þa* both as an adverb and a conjunction, but I separated in my table (*Table 3*).

In order to verify the stable use of *þa* through time, one would need to study the marker over a longer period of time, perhaps until the transition to Middle English, or even up to Modern-Day English. This extensive research could provide a history of the evolution *þa* to today and its survival in our modern equivalents “when, then”.

III. Chapitre 2 – Didactique

1. Introduction

Comme mentionné dans l'introduction de ce présent mémoire, ce deuxième chapitre est dédié à la présentation et à l'étude d'une séquence pédagogique sur les Vikings et l'héritage subsistant aujourd'hui de ce peuple. Cette première partie disciplinaire traite d'un point linguistique du vieil anglais, une langue parlée entre le milieu du Vème siècle et le milieu du XIIème siècle après J-C. L'Angleterre a connu à cette époque nombre de batailles avec ses voisins Scandinaves, les Vikings, qui ont par ailleurs également influencé la langue anglaise et en ont fait – en plus des influences française et latines – l'anglais qu'on connaît aujourd'hui.

Les Vikings connaissent une certaine représentation dans la culture populaire, celle d'un peuple violent, sanguinaire et sauvage portant des peaux de bêtes et des casques à cornes, mais la réalité était moins extrême que cela. Le terme Viking désigne en réalité une petite partie de la population scandinave médiévale, qui s'apparente à un groupe de pirates explorant les territoires étrangers pour le compte de leurs chefs plutôt qu'à des guerriers sanguinaires et sans émotions.

Je souhaitais donc au travers de cette séquence pédagogique, faire découvrir les Vikings aux élèves et essayer de déconstruire leurs préjugés sur le sujet.

2. Projet pédagogique

2.1. Projet préliminaire

C'est après plusieurs heures de recherches sans but précis que j'ai trouvé le manuel d'anglais *Seasons 1^{ère}* (Lallement and Pierret-Lallement) aux éditions Hachette Éducation. Dans ce manuel se trouve une séquence sur les Vikings dont je me suis inspiré pour construire ma propre séquence.

Nous nous étions concertés avec ma tutrice de stage pour proposer cette séquence à sa classe de Terminale - Spécialité LLCE (langue, littérature, civilisation étrangère) car une séquence sur les Vikings s'intègre assez bien dans la thématique *Voyages, territoires, frontières* et dans l'axe *Ancrage et Héritage* ainsi que, dans

une moindre mesure, l'axe *Migration et Exil*. ("Programmes et ressources en langues, littératures et cultures étrangères et régionales - voie G")

Pour des questions d'organisation et de clarté, j'ai conçu cette séquence sous le format d'un tableau³. Ce tableau m'a permis de réaliser une ébauche des liens logiques entre les documents ainsi que la progression globale de la séquence et de regrouper les différents objectifs de séquences ainsi que ceux de chaque document.

Dans un premier temps, il m'a donc fallu complexifier la séquence du manuel *Seasons 1ère* afin de correspondre aux attendus de la classe de Terminale LLCE. J'ai dû ensuite revoir mes ambitions à la baisse après m'être entretenu avec ma tutrice et revoir les documents qui seraient présentés aux élèves ainsi que la tâche de fin de projet et par conséquent les objectifs de séquence. Voici donc mon projet originel, après quoi je présenterai le projet définitif et réalisé en classe.

Afin d'essayer de correspondre à mon objectif premier j'avais retenu, pour ma séquence, la problématique suivante : *To what extent has the figure of the Viking left an ambivalent legacy in modern Britain ?* (Dans quelle mesure la figure du Viking a-t-elle laissé un héritage ambivalent dans la Grande-Bretagne d'aujourd'hui ?) Cette séquence s'adressant à une classe de Terminale LLCE, le niveau visé est le niveau C1 du Cadre Européen Commun de Référence pour les Langues (Conseil de l'Europe). Ce cadre de référence sera abrégé en CECRL dans le reste de ce mémoire. Cette séquence est la cinquième séquence dans la progression de l'année et se compose de 3 étapes réparties en un nombre de séances indéfini au moment de la création de ce projet de séquence, sans compter les séances consacrées aux tâches intermédiaires et à la tâche finale.

La tâche de fin de projet que j'envisageais pour cette séquence était la suivante : dans une perspective actionnelle les élèves créent, en groupe, un jeu ludopédagogique sous la forme d'un *escape game* sur le thème des Vikings. Ils doivent pour cela utiliser leurs connaissances, les éléments vus en classe ainsi que leurs propres recherches afin de créer différents types de puzzles qui forment, une fois assemblés, un *escape game*. Pour servir la préparation de cette tâche, les

³ Voir Annexe 3

activités langagières prioritaires sont la réception de l'écrit (compréhension écrite ou CE) et la production de l'écrit (expression écrite ou EE).

Afin de permettre la réalisation de cette tâche, j'avais identifié les objectifs suivants :

- Objectif culturel : Les origines Vikings dans la culture anglo-saxonne (du raid de Lindisfarne en 793 à la bataille de Hastings en 1066)
- Objectifs linguistiques :
 - Grammaire : les connecteurs logiques et les propositions subordonnées en "when"
 - Lexique : champs sémantiques des Vikings, de la guerre, des festivals
- Objectifs communicationnels :
 - Pragmatique : création d'un jeu ludopédagogique de type *escape game*
 - Sociolinguistique : utilisation réfléchie des subtilités de la langue à des fins ludopédagogique dans un *escape game*.

Les documents cités ci-dessous n'étant pas utilisés en classe, ils seront cités en bibliographie mais ne seront pas présents en annexe de ce présent mémoire.

J'avais choisi de commencer ma séquence par la diffusion d'un court extrait vidéo. Cette vidéo est une interview fictive d'un locuteur du vieil anglais, réalisée par Simon Roper, un linguiste amateur sur la plateforme Youtube (*Simon Roper - YouTube*). À ce jour, cette vidéo n'est plus disponible sur sa page mais je l'avais enregistré lorsqu'elle l'était. J'avais choisi cette vidéo dans le but de piquer l'intérêt des élèves en leur faisant découvrir les origines de la langue qu'ils apprennent en classe.

J'avais ensuite choisi la photographie d'une reconstitution d'une attaque Viking (*Slavic Warriors Reenactors with Weapons and Shields Training Fighting Outdoors at Seaside, Running at Camera*) comme support d'une carte mentale. Cette carte mentale me sert d'évaluation diagnostique des connaissances préalables des élèves au sujet des Vikings. Selon le Bulletin officiel n°33, une évaluation diagnostique est une :

« Évaluation intervenant au début, voire au cours d'un apprentissage ou d'une formation, qui permet de repérer et d'identifier les difficultés rencontrées par l'élève ou l'étudiant afin d'y apporter des réponses pédagogiques adaptées. » (*Bulletin Officiel N° 33 Du 20 Septembre 2007*)

Cette carte mentale sert également de banque lexicale pour le reste de la séquence.

Le document 2 (Skjalden) est un texte expliquant les raisons des migrations Vikings en Angleterre ainsi que les influences du vieux norois sur le vieil anglais. Ce document est inspiré du manuel, en effet après avoir consulté la source citée dans le manuel j'ai ajouté des informations afin d'élever le niveau de compréhension du texte.

Le document 3 est donné aux élèves à étudier à la maison à cause de contraintes de temps. Ce document permet d'introduire le vieil anglais aux élèves en proposant une activité de recherche de mots. Il s'agit de mots assez transparents pour être reconnus par des novices en vieil anglais et les élèves ont à leur disposition une clé afin de pouvoir reconnaître les lettres dont la graphie a beaucoup changé et peut être un obstacle au bon déroulé de l'activité.

Le document 4 est une bande annonce pour la saison 1 de la série *Vikings*. L'exploitation de ce document permet de voir comment les Vikings sont représentés dans la culture cinématographique récente.

Le document 5 est lui aussi donné aux élèves à étudier à la maison par contrainte de temps. Ce document répond directement aux documents 3 et 4 car il s'agit de la traduction en anglais contemporain de la chronique pour l'année 793, année de l'attaque Viking à Lindisfarne. Il s'agit donc d'une véritable compréhension écrite car le document est écrit dans une langue connue des élèves et accessible à leur compréhension.

Le document 6 est à nouveau une activité de réception de l'écrit avec un extrait d'un roman. Ce texte figure dans le manuel dont je me suis inspiré, mais je

l'ai étoffé en consultant la source afin d'en complexifier le niveau de compréhension pour convenir à une classe de Terminale LLCE.

Le dernier document, le document 7, est une vidéo promotionnelle pour le festival Up Helly Aa qui se déroule dans les Shetland. Ce document permet de voir un aspect plus positif dans l'héritage culturel laissé par les Viking et permet donc de clore la séquence sur un point positif.

Ce premier projet de séquence, me paraissait être un bon compromis entre les différents points de vue des différents acteurs de la relation anglo-scandinave, avec d'un côté le point de vue anglo-saxon, de l'autre le point de vue viking et enfin un retour au présent avec l'héritage laissé par les Vikings en Angleterre et dont les Anglais semble n'avoir gardé qu'une impression glorifiée.

Au moment de la conception de ce projet de séquence, j'avais déjà conscience des contraintes de temps présentes dans les classes, mais ma tutrice a eu bon de me le rappeler, en effet, en tant qu'enseignant, je me dois de parcourir un maximum du programme si ce n'est son entièreté tout au long de l'année scolaire, c'est pourquoi j'avais prévu de laisser au soin des élèves d'étudier deux documents sur ceux prévu au cours de la séquence chez eux en autonomie, mais cette solution me déplaisait fortement. Devoir laisser aux élèves l'étude des documents relatifs à la *Chronique Anglo-saxonne*, documents complexes à s'approprier du fait de leur nature et leur langue, me semblait moins judicieux que de les exploiter en classe. Cet aspect de la séquence allait devoir être modifié.

Un second aspect de la séquence qui déplaisait à ma tutrice et moi était la complexité de la tâche finale. En effet, dans un effort de préparation j'ai dû effectuer de nombreuses heures de recherches afin de récolter moi-même les informations que je jugeais nécessaires pour les élèves et donc préparer une fiche de guidage méthodologique adéquate afin de les guider dans leur réalisation de ce jeu ludopédagogique. Mais durant ces heures de préparation, il m'est devenu très apparent que ce type de jeu n'est pas destiné à être créé par les élèves mais pour les élèves, afin qu'ils apprennent de manière ludique, en suivant un jeu de piste créé par le professeur dont la présence se fait la plus discrète lors du déroulé de cette activité en classe. Il fallait donc que je remplace ma tâche de fin de projet.

2.2. Projet définitif réalisé en classe

2.2.1. Objectifs et documents de la séquence

Comme dit précédemment, ce premier projet de séance fut soumis à l'expertise de ma tutrice de stage et ensemble nous avons pu apporter les modifications nécessaires afin de conserver le niveau d'attentes pour une classe de Terminale LLCE tout en restant réalisable avec les contraintes matérielles et temporelles du terrain.

Voici donc le projet de séquence définitif qui fut réalisé en classe. À nouveau le projet de séquence fut établi sous la forme d'un tableau⁴ permettant de regrouper tous les objectifs de séquence ainsi que ceux de chaque document.

La problématique de séquence est restée la même : *To what extent has the figure of the Viking left an ambivalent legacy in modern Britain ?* (Dans quelle mesure la figure du Viking a-t-elle laissé un héritage ambivalent dans la Grande-Bretagne d'aujourd'hui ?). En revanche la tâche de fin de projet fut modifiée : *On the Holy Island of Lindisfarne, the Priory Museum is about to reopen after a year of refurbishment. You are an intern at the Priory Museum and you were asked by the English Heritage Organisation to write the contents of the museum's new presentation leaflet. You will be given a blank sample of this leaflet.* (Sur l'île de Lindisfarne, le musée du Prieuré s'apprête à rouvrir ses portes après un an de travaux. L'organisation *English Heritage* te demandes d'écrire le contenu du nouveau dépliant de présentation du musée. Une version vierge te sera fournie). Après concertation avec ma tutrice et mûre réflexion nous avons jugé l'*escape game* trop chronophage et avons donc opté pour une tâche plus accessible : l'écriture d'un dépliant de musée. S'agissant néanmoins d'une tâche écrite, les activités langagières priorisées sont restées identiques : la réception de l'écrit (compréhension écrite ou CE) et la production écrite (expression écrite ou EE).

Du fait d'une nouvelle tâche de fin de projet, les objectifs de séquence s'en sont vus être modifiés :

⁴ Voir Annexe 4

- Objectif culturel : Les origines Vikings dans la culture anglo-saxonne (du raid de Lindisfarne en 793 à la bataille de Hastings en 1066) ; l'héritage viking présent aujourd'hui en Angleterre
- Objectifs linguistiques :
 - Grammaire : la maîtrise des temps de la narration au passé (past simple, past continuous, past perfect simple, past perfect continuous)
 - Lexique : champs sémantiques des Vikings, de la guerre, de la religion
 - Phonologique : la phonologie des noms propres (lieux et personnes)
- Objectifs communicationnels :
 - Pragmatique : écrire un récapitulatif historique
 - Sociolinguistique : utilisation réfléchie des temps de la narration dans le but de raconter des événements passés.

Je tenais à garder un maximum de documents car je trouvais qu'ils avaient tous un intérêt particulier à être étudiés en classe. Malheureusement, du fait des modifications apportées au projet pédagogique, certains de ces documents ont dû être sacrifiés et remplacés. J'ai donc conservé certains documents mais en modifiant la numérotation et remplacé les autres dans le but que l'étude de chaque document serve directement la réalisation de la tâche de fin de projet. Les documents cités ci-dessous sont consultables en annexes de ce mémoire.

Le document 1 fut conservé. Il s'agit de l'extrait vidéo d'une interview fictive en vieil anglais. Je tenais à conserver cette vidéo en introduction de la séquence afin de piquer l'intérêt des élèves de manière ludique.

Le document 2, la photographie d'une reconstitution d'une attaque viking sur une plage fut également conservé, de même que son exploitation en classe. Ce document fit l'objet d'une carte mentale, ressource de lexique pour les élèves et évaluation diagnostique sur leurs connaissances du sujet avant de poursuivre la séquence. Adossée à ce document, une liste de lexique utile fut distribuée en classe afin d'enrichir le vocabulaire des élèves.

Le document 3, intitulé *Who were the Vikings* est un texte qui présente de manière globale la société Viking à son époque. Ce texte est divisé en plusieurs sous-parties qui donnent chacune des informations sur un aspect de la société Viking : qui étaient-ils ? quelle langue parlaient-ils ? quelle(s) fonction(s) occupaient-ils ? tous les membres de la société participaient-ils aux raids ? quand l'ère Viking a-t-elle débuté et pris fin ?

Le document 4 est un extrait de l'épisode 2 de la saison 1 de la série *Vikings* qui montre le raid de Lindisfarne. L'exploitation de cet extrait permet de mettre en image cet événement décisif de l'ère viking et de voir la manière dont les Vikings sont représentés dans la culture cinématographique récente.

Le document 5 est un extrait du site internet de English Heritage sur l'attaque à Lindisfarne. Ce document permet d'apporter plus de précision et d'informations objectives quant à cet événement.

Le document 6 est un extrait du premier chapitre de *The Evening and The Morning*, de Ken Follett. L'étude de ce document permet de faire découvrir aux élèves la plume de Ken Follett, un auteur mondialement connu, ainsi que la littérature de fiction sur le thème des Vikings.

Le document 7 est en réalité une *webquest*, une sorte de jeu de piste sur internet, grâce auquel les élèves collectent des informations dont ils auront besoin pour la réalisation de la tâche finale.

La suite de cette partie constatera en une description aussi précise que possible des séances qui se sont déroulées en classe, suivie d'une analyse à posteriori de cette séquence dans laquelle je tâcherai d'identifier les moments forts de la séquence ainsi que les pistes d'amélioration qu'il serait possible d'apporter dans l'éventualité où je désirerais enseigner cette séquence à nouveau.

2.2.2. Déroulé de la séquence

Du fait de l'organisation des emplois du temps dans l'établissement où j'ai effectué mon stage, les séances de cours de la spécialité Anglais – LLCE duraient 1h et 50mn, le vendredi de 8h00 à 9h50.

Cette séquence a donc débuté par une introduction ludique au thème en question avec la diffusion du document 1 : l'extrait d'une interview fictive d'un locuteur du vieil anglais. J'ai d'abord projeté l'extrait vidéo au tableau avant de demander aux élèves si l'un d'entre eux reconnaissait la langue. Il s'est avéré qu'aucun élève n'a pu reconnaître le vieil anglais malgré des propositions de langues diverses telles que l'allemand ou le norvégien, ou même le chinois. Un élève était sur la bonne piste en proposant une langue morte : le latin. Afin de garder un peu de suspense, j'ai décidé de ne pas révéler sur l'instant la langue en question et ai transitionné vers le document 2. Cette photographie m'a permis d'introduire le personnage du Viking ainsi que d'étoffer le vocabulaire des élèves en leur demandant de décrire l'image, cela a donc permis de réactiver la méthodologie de la description de document iconographique ainsi que de faire ressortir des items lexicaux en rapport avec les Vikings : leurs attributs physiques, leurs tenues vestimentaires, leur armement, ... qui ont alors été reportés au tableau sous la forme d'une carte mentale.

À la suite de la description de ce document iconographique, les élèves ont recopié la carte mentale sur un support polycopié que j'avais distribué à chacun en amont. Cette carte mentale a alors servi pour le reste de la séquence de banque lexicale. Une liste de lexique complémentaire utile tout au long de la séquence a également été distribuée au cours de cette première séance.

J'ai ensuite procédé à une présentation de la séquence pour les élèves, en indiquant le titre du chapitre, la problématique de la séquence, les axes dans lesquels elle s'inscrivait, ainsi que les grandes parties qui nous auront permis de répondre à cette problématique. J'ai également présenté la tâche finale ainsi que ses objectifs propres. Ces informations ont été regroupées sur une fiche récapitulative de présentation que j'ai distribuée aux élèves.

Après avoir présenté la séquence et ses enjeux, j'ai distribué le document 3. J'ai d'abord demandé aux élèves d'identifier la nature du document, sa source ainsi que sa date de publication, trois éléments essentiels dans la méthodologie d'approche d'un document inconnu et qu'il est de bon ton de réactiver à chaque nouveau document. J'ai ensuite laissé le temps nécessaire aux élèves pour lire le texte individuellement, après quoi j'ai élucidé le vocabulaire inconnu des élèves. Afin de procéder à l'étude de ce texte, une fiche de guidage comportant des questions de compréhension était jointe au document. J'ai procédé à une répartition en groupe hétérogènes pour l'étude de ce document. Cette répartition en groupe m'a permis de gagner du temps sur la phase d'étude avant de passer à la correction des questions. Les informations présentes dans ce document ont permis une présentation globale de l'organisation de la société Viking, ainsi que quelques points historiques pour cadrer l'ère Viking. Ce document avait donc pour objectif de présenter de manière objective l'ère Viking aux élèves qui ne seraient pas familiers avec le sujet et d'ancrer dans la réalité ce sujet pour ceux qui ne le connaîtraient que par le prisme de la fiction.

Je souhaitais ensuite établir une trace écrite récapitulative du document à partir des productions des élèves, en suivant une trame que j'avais préparée en amont. Mais par manque de temps nous n'avons pu finir la correction des questions de compréhension du document 3. La fin de la correction ainsi que la trace écrite ont donc été reportée à la séance suivante.

La séance 2 a donc débuté par une réactivation des notions vues lors de la séance précédente, ce qui a permis de transitionner sans encombre vers la fin de la correction du document 3 ainsi que la rédaction de la trace écrite. Cette trace écrite marquait également la fin de la première grande partie de cette séquence, que j'avais intitulée *I/ Discover the Vikings*. La suite de cette séance fut consacrée à l'étude du document 4, après que j'ai brièvement précisé aux élèves que nous entamions la seconde partie de la séquence, intitulée *II/ The Vikings in England*. Le document 4 étant un extrait vidéo de la série *Vikings*, j'ai décidé de l'exploiter à la manière d'un entraînement "Type Bac", c'est-à-dire que je vidéo-projète le document au tableau trois fois, en laissant une minute entre chaque visionnage pour laisser aux élèves le temps de revoir leur notes. Les élèves sont libres de prendre des notes lors du

premier visionnage mais je leur rappelle que cela peut nuire à leur compréhension globale du document. Avant de diffuser la vidéo pour la première fois, je distribue d'abord aux élèves une fiche de guidage comportant des questions qui permettent de guider leur repérages lors des visionnages de l'extrait. Les questions de cette fiche sont lues à voix haute par des élèves volontaire avant que je projette l'extrait. À la suite des trois visionnages, les élèves disposent d'un temps suffisant afin qu'ils puissent répondre aux questions avant de procéder à la correction de ces questions.

Par manque de temps, la correction de la dernière question relative au document 4 fut reportée à la séance 3. Pour finir, j'ai rappelé aux élèves d'apprendre le vocabulaire de la séquence en vue d'un test à la séance suivante ainsi que de réaliser la tâche intermédiaire suivante : *invent a Viking raid or battle and describe it as vividly as possible* (invente un raid ou une bataille viking et décris-la d'une manière aussi frappante que possible). Du fait des contraintes de temps, j'ai pris la décision de proposer aux élèves de réaliser la tâche intermédiaire chez eux. J'avais donné pour consignes complémentaires d'utiliser le vocabulaire de la séquence et de réaliser la tâche dans une limite de 150 mots. Cette tâche intermédiaire avait pour but de préparer les élèves au récit d'une attaque Viking en détail, ce qui sera en partie le travail demandé lors de la tâche de fin de projet. Cette tâche était évaluée selon une grille critériée et sur un barème de 10 points. La réalisation de cette tâche a posé un problème de taille que je développerai en partie 2.3.

Cette troisième séance débuta donc par un test de vocabulaire afin que je vérifie si les élèves avaient acquis le lexique nécessaire pour la séquence. J'ai ensuite diffusé le document 4 à nouveau afin que les élèves qui étaient absents à la séance précédente puissent visionner ce document avant de finir la correction et d'enchaîner avec le document suivant. Le document 5, intitulé *The Viking Raid on Lindisfarne*, extrait de la page web relative à l'histoire de l'île de Lindisfarne, de l'organisation *English Heritage*, comportait un nombre important de noms de lieux et de personnes, j'ai donc décidé de l'exploiter dans l'objectif de travailler sur la phonologie des noms en anglais. Dans cette optique, j'ai donc proposé un exercice de repérage phonétique des noms, en plus des questions de compréhension. Cet exercice de repérage phonétique proposait aux élèves l'écriture phonétique au format API des noms propres et de lieux présents dans le texte. Les élèves devaient

alors, en binômes, retrouver les noms correspondants dans le texte. Avant de laisser aux élèves le soin de lire le texte, nous avons procédé au rituel d'identification du titre, de la source, et de la date de publication du document. Après que les élèves eurent lu le texte, je me suis assuré que tout item lexical inconnu fût élucidé. J'ai d'abord laissé aux élèves le temps suffisant pour leur permettre de faire l'exercice de phonologie, avant de le corriger, puis dans un second temps je les ai laissés répondre aux questions de compréhension. Par manque de temps à la fin de cette séance, j'ai demandé aux élèves de finir de répondre aux questions chez eux

La quatrième séance de cette séquence a donc débuté par un rendu des tests de vocabulaire ainsi que des tâches intermédiaires après quoi nous avons achevé la correction des questions relatives au document 5. J'ai ensuite distribué le document 6, un extrait du premier chapitre de *The Evening and The Morning*, de Ken Follett. Les élèves ont d'abord identifié le type de document, la source et la date de publication avant de se prêter à un petit exercice de recherche que je leur ai proposé. J'ai inscrit au tableau des éléments partiels relatifs à la vie et à la carrière de Ken Follett, les élèves avaient alors pour consigne de retrouver sur internet à quoi correspondaient ces éléments partiels. Cette activité avait pour but de faire découvrir aux élèves un auteur de fiction au succès mondial. J'ai ensuite distribué une courte biographie de Ken Follett afin de récapituler les informations trouvées, avant de laisser aux élèves le soin de lire une première fois le texte afin d'élucider tout item lexical inconnu. Afin de guider la lecture et de vérifier la compréhension du texte, j'ai distribué une fiche de questions de compréhension, que nous avons ensuite corrigées. Sur cette fiche figurait un exercice de traduction d'un passage du texte que j'ai donné à faire à la maison, j'ai également reporté le passage sur l'Espace Numérique de Travail (ENT) afin que les élèves absents ce jour puissent faire l'exercice comme le reste de leurs camarades.

La cinquième séance s'est ouverte sur la correction de l'exercice de traduction. J'ai projeté le passage au tableau et ai demandé aux élèves volontaires de venir au tableau pour traduire une phrase chacun. Lorsqu'il y avait des erreurs de traduction je demandais aux autres élèves quelles étaient leurs versions afin de trouver la bonne solution, j'expliquais à chaque la raison de l'erreur et travaillais avec les élèves pour arriver à une traduction adéquate. Lorsqu'il n'y avait pas

d'erreur de grammaire, j'essayais de trouver des alternatives, car en traduction il y a rarement une seule solution juste. Ensuite, j'ai procédé à un rappel des quatre temps de la narration au passé : *past simple*, *past continuous*, *past perfect simple*, *past perfect continuous*. J'ai d'abord demandé aux élèves de repérer dans le document 6 les formes verbales de chaque temps, puis je leur ai demandé s'ils se souvenaient des conditions d'utilisation de chacun. J'ai ensuite rappelé la règle d'utilisation et la formation de chaque temps de manière plus formelle, règle à laquelle j'ai joint un schéma afin que les élèves puissent visualiser l'utilisation de chaque temps, sous le format suivant :

Past simple : pour parler d'actions successives dans le passé. Pour les événements principaux d'une histoire. **V+ -ED**



Past continuous : pour décrire une action qui dure dans le passé. Une action en cours quand une autre action se déroulait **was/were + V-ING**



Past perfect simple : pour parler d'une action dans le passé par rapport au moment du récit, qui est aussi dans le passé. Un passé avant un passé **had + V-EN**



Past perfect continuous : pour parler d'une action qui dure dans un passé antérieur au temps du récit. L'action au *past simple* interrompt celle au *past perfect continuous* **had been + V-ING**



Afin de fixer ces notions, j'ai ensuite proposé des exercices d'application que nous avons corrigés. Pour finir cette séance, j'ai distribué aux élèves une fiche de guidage pour une *webquest*, une sorte de jeu de piste sur internet. Cette *webquest* permet aux élèves de pratiquer leur utilisation de l'outil numérique dans un but de recherche d'information ainsi que leur capacité à travailler en autonomie. Les élèves ont pour consigne de se rendre sur les sites internet indiqués sur la fiche. Ces sites ont été vérifiés par mes soins et j'ai jugé de la qualité des informations qu'ils

proposaient avant de les soumettre aux élèves. Cette *webquest* compose à elle seule la troisième et dernière grande partie de la séquence intitulée *III/ The Viking Heritage*. Par manque de temps à nouveau, j'ai demandé aux élèves de finir leurs recherches à la maison et ai déposé une version numérique de la fiche de guidage de la *webquest* sur l'ENT afin que les élèves puissent effectuer les recherches également, car les informations récoltées lors de ces recherches sont nécessaires pour la bonne réalisation de la tâche de fin de projet lors de la séance suivante.

Les trois dernières séances de cette séquence furent consacrées à la réalisation de la tâche de fin de projet ainsi qu'à sa remédiation. La première de ces trois séances fut dédiée à l'explication des lignes directrices de la tâche puis à sa réalisation par les élèves. Une fiche de guidage (cf. annexe) fut donc distribuée afin de donner un cadre pour que les élèves puissent réaliser la tâche dans les meilleures conditions possibles. Une fois les explications données, les élèves se sont mis au travail et je me suis rendu disponible pour répondre aux diverses questions que les élèves pouvaient poser tout au long de la séance.

La séance suivante fut consacrée à la remédiation aux diverses erreurs que j'ai pu trouver dans les travaux des élèves. Cependant dans un premier temps, il m'a fallu mettre au travail les élèves qui étaient absents à la séance précédente, et qui devaient donc réaliser à leur tour la tâche de fin de projet. J'ai donc procédé à la distribution de la même fiche de guidage ainsi qu'aux mêmes explications avant de m'occuper de la remédiation en parallèle avec le reste des élèves. Pour ce faire, j'ai choisi d'utiliser l'outil numérique *Wooclap.com* (Wooclap) qui m'a permis de rendre la remédiation plus interactive et donc plus intéressante pour les élèves. En effet, j'ai tiré des copies des erreurs dont j'ai jugé qu'une correction en classe pourrait bénéficier au plus grand nombre. J'avais évidemment anonymisé ces erreurs pour ne pas stigmatiser les élèves qui les avaient commises. J'ai ensuite soumis au vote des élèves différentes propositions de corrections dont une seule était correcte afin de rendre cette correction interactive. Après chaque fait de langue corrigé, j'apportais une explication supplémentaire dans le but de fixer la bonne compréhension de la correction ainsi que de l'utilisation juste de ces faits de langue.

Cette remédiation occupa la première moitié de la séance, le reste du temps, je me suis donc mis à la disposition des élèves qui travaillaient en autonomie sur leur tâche de fin de projet. En ce qui concerne le reste des élèves, ma tutrice m'avait proposé de les diriger vers leur travail de préparation à l'épreuve du grand oral du bac. C'est donc ce que j'ai fait et les élèves ont alors poursuivi la séance en travaillant en autonomie sur leurs préparations à cette épreuve.

La troisième séance de cette partie consacrée à la tâche de fin de projet, et donc dernière séance de la séquence, fut dédiée, pour les élèves, à la modification de leurs travaux afin d'apporter les corrections nécessaires dans le but d'aboutir à un travail permettant une communication claire et fluide et de pouvoir procéder à une impression de qualité en couleur, afin qu'ils conservent une trace durable de leur travail. Le but de cette correction était de proposer aux élèves volontaires d'envoyer une copie de leur travail au musée du Prieuré de Lindisfarne et de leur faire part de l'intérêt porté par les élèves à leur musée.

2.3. Analyse à posteriori, moments forts et pistes d'amélioration

Lors de la réalisation de cette séquence, des moments forts et de faiblesse ressortent et suscitent une analyse réflexive afin d'en tirer des pistes de renforcement ou d'amélioration.

Je retiens deux moments forts au cours de cette séquence : l'exercice de traduction, ainsi que la remédiation à la tâche de fin de projet. L'exercice de traduction fut apprécié par une majorité des élèves et ma tutrice et moi-même furent satisfaits de la manière dont j'ai su mener ce moment pédagogique. J'avais donné en devoir à la maison la traduction d'un court passage de l'extrait de *The Evening and The Morning* de Ken Follett (document 6, cf. annexe). Malheureusement, une grande majorité des élèves n'avait pas effectué le travail demandé et il m'a donc fallu m'adapter sur le vif. J'ai alors décidé de projeter au tableau le passage en question, afin que tous les élèves puissent l'avoir sous les yeux et d'utiliser les deux tableaux pivotants pour le traduire.

J'ai ensuite demandé à quelques élèves au hasard de venir un à un au tableau pour traduire la phrase ou la portion de phrase que je leur avais attribué. Cela m'a permis de procéder à une traduction collégiale en collaboration avec le reste de la classe puisque pour chaque phrase, j'ai pris le temps de faire repérer les erreurs de grammaire et de lexique par les élèves et de leur demander quelles solutions ils apporteraient à ces erreurs. Dès lors que la phrase traduite en anglais était grammaticalement correcte, j'essayais de trouver des alternatives lexicales lorsqu'elles étaient possibles et demandais aux élèves s'ils avaient des alternatives avant de leur proposer les miennes. Cette stratégie de traduction permet de montrer aux élèves qu'il n'y a pas qu'une seule traduction possible pour une phrase donnée mais que plusieurs solutions sont possibles et cela permet aussi d'enrichir leur lexique. Je réutiliserai donc cette stratégie pédagogique dans le futur et tenterai de l'optimiser pour assurer un moment pédagogique d'autant plus efficace.

Un deuxième moment fort lors de cette séquence fut la remédiation à la tâche de fin de projet. En effet comme dit plus haut, j'ai choisi d'utiliser l'outil *Wooclap*, afin de rendre cette remédiation plus interactive et ludique pour les élèves. Cet outil m'a permis de soumettre au vote des élèves leurs propres erreurs ainsi que des corrections possibles. Cela a donc créé une sorte de compétition entre les élèves pour voter juste à chaque question. Cette remédiation sous forme de jeu m'a paru appréciée par les élèves qui ont semblé comprendre leurs erreurs ainsi que les explications que j'ai apportées. J'essaierai donc dans le futur d'utiliser plus régulièrement, sans abus, l'outil numérique afin de ludifier ces moments pédagogiques souvent trop « scolaires ».

En ce qui concerne les moments de faiblesse, j'en retiens trois : la triche dans la réalisation de la tâche intermédiaire et un manque de précision dans le guidage de la tâche de fin de projet. Pour la tâche intermédiaire, j'avais explicitement demandé aux élèves de me rendre leur devoir sous format manuscrit et indiqué que tout retard serait sanctionné. Malheureusement, nombreux furent les élèves qui n'avaient pas leur travail avec eux au moment du rendu, j'ai donc décidé de laisser la possibilité à ces élèves de m'envoyer leur travail sous format numérique dans la journée. Certains l'ont fait, d'autres non. Un travers de l'écrit d'invention à faire à la maison que je n'avais pas anticipé fut l'utilisation d'une

intelligence artificielle (IA). En effet une faible minorité des élèves a utilisé l'IA libre d'accès ChatGPT, qui leur a permis de rendre un devoir sans fautes, mise à part une longueur excessive. Connaissant les capacités rédactionnelles des élèves en question, cette absence de fautes m'a alerté. J'ai d'abord pensé qu'ils avaient bénéficié de l'aide d'un membre de leur famille, mais la structure de leurs devoirs en paragraphes réguliers m'a mis sur la voix de l'IA. J'ai donc vérifié mes doutes grâce à l'outil ZeroGPT qui permet de détecter le pourcentage d'un texte écrit par une IA ou un humain. Les travaux des élèves en question ont tous obtenu un score supérieur à 50% du texte écrit par une IA. Il m'a donc fallu réprimander ces élèves et leur rappeler que l'utilisation d'une intelligence artificielle pour se soustraire à la réalisation d'un travail noté est considérée comme du plagiat et peut être sanctionnée lourdement dans certains cas. Ne voulant pas mettre ces élèves en difficulté inutilement et leur attribuer une note de 0/10, j'ai pris la décision de leur laisser la possibilité de refaire le travail en classe et donc sous ma surveillance. Ils ont alors eu droit pour seule aide à leurs cahiers ainsi qu'à un dictionnaire bilingue en version papier.

Je tire donc de cette première expérimentation dans l'organisation d'une tâche intermédiaire deux solutions : la première est de demander un envoi numérique à tous les élèves, ce qui me laisse la possibilité de vérifier rapidement pour chacun l'utilisation d'une intelligence artificielle grâce à simple « copié-collé » dans l'outil ZeroGPT. La deuxième solution est d'organiser la tâche intermédiaire en classe en interdisant les téléphones et ordinateurs portables ou tablettes, mais en autorisant les dictionnaires bilingues en version papier.

Le deuxième moment de faiblesse est survenu lors de la réalisation de la tâche de fin de projet. Les questions qui ont pu faire surface n'avaient attiré qu'à des précisions sur le contenu des différentes parties attendues dans la réalisation finale. Je fus donc en mesure d'apporter ces précisions à l'ensemble des élèves puisque j'estimais que ce manque de précision venait de moi et que j'aurais pu les prévoir et donc les faire figurer dans la fiche de guidage distribuée en amont de la réalisation de la tâche. Cette expérience m'enseigne donc qu'il me faudra tâcher d'anticiper plus précisément les interrogations des élèves afin d'y répondre directement en amont de la réalisation de la tâche.

Le troisième moment de faiblesse lors de cette séquence fut la gestion du temps. En effet, comme je l'ai exposé plus haut, il est arrivé à plusieurs reprises que je ne dispose pas du temps nécessaire pour finaliser chacune de mes séances, me poussant donc à empiéter sur la séance suivante pour finir le travail entamé. Malgré une préparation minutée des séances, je suis rarement parvenu à faire la totalité de ce que j'avais prévu en une seule séance. En effet lors de ma première ébauche de préparation de séance, je prenais en considération la totalité des 55 minutes allouées à une « heure » de cours, cependant ma tutrice m'a appris à me limiter à une séance de 40 minutes, ce qui laisse une marge de manœuvre pour les imprévus. Il est en effet dommage de ne pas pouvoir clore une séance de manière élégante à la fin de l'étude d'un document et de devoir attendre la séance suivante pour la finir. L'inconvénient de ce manque de gestion du temps est que cela décale le reste de la séquence voire le reste de l'année s'il on n'arrive pas à rattraper le retard accumulé.

Cet écueil vient, je pense, de mon manque d'expérience en préparation de séance, ainsi qu'à mon manque d'anticipation de toutes les petites choses qui peuvent venir interrompre ou ralentir momentanément la progression de la séance comme je l'avais prévu. Vers la fin de la séquence je m'efforçais donc de me tenir rigoureusement à ces 40 minutes par séance, ce qui revenais à 80 minutes dans mon cas précis, et je pense que cela commençait à porter ses fruits. Il me faudrait tester cette méthode de préparation sur une durée plus longue pour que je puisse me rendre compte de son efficacité sur le long terme, mais je pense que cela sera une méthode que je conserverais tout au long de ma future carrière.

IV. Conclusion

La difficulté de concevoir une séquence pédagogique en lien avec mon sujet de recherche est que la linguistique du vieil anglais n'est pas un sujet adapté à l'enseignement dans le secondaire. Les liens linguistiques entre le vieil anglais et l'anglais d'aujourd'hui sont si ténus que dire que l'on souhaite enseigner les spécificités de la grammaire du vieil anglais revient à dire que l'on souhaite enseigner une langue totalement différente. Il m'était donc presque impossible d'introduire en quelque manière que ce soit le vieil anglais à la classe dans laquelle j'enseignais. J'avais bien pensé à utiliser le fait de langue équivalent à celui au centre de ma recherche mais cela était moins pertinent et utile pour les élèves que celui finalement retenu (les temps de la narration au passé). La façon dont j'ai alors relié ma recherche et ma séquence fut tout de même multiple : l'introduction de la séquence par une écoute du vieil anglais parlé par un locuteur moderne fut la première façon de lier ces deux parties du présent mémoire, en effet comme pour tout apprenant d'une langue nouvelle, la manière la plus naturelle de la découvrir est de le faire en passant par l'oral et non l'écrit. La deuxième façon dont je suis parvenu à lier ces deux parties du présent mémoire fut par la *Chronique* elle-même, en effet ma recherche étant focalisée sur la *Chronique anglo-saxonne*, il me fut alors aisé de proposer aux élèves une traduction d'une des annales de cette chronique. L'annale de l'année 793 faisait alors parfaitement le lien entre la chronique elle-même et les Vikings, focale de cette séquence, puisque cette date est retenue par les historiens comme le début de l'ère viking.

J'ai eu le sentiment tout au long de cette séquence, que malgré un manque d'entrain chez certains élèves, le choix de cette séquence leur avait assez plu. Ces élèves de Terminale semblaient plutôt intéressés par les documents que je leur proposais et motivés à se mettre au travail lorsque je le leur demandais. Cette première vraie approche du métier d'enseignant fut une agréable expérience formatrice à la fois professionnellement et humainement.

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IV. Annex

Annex 1

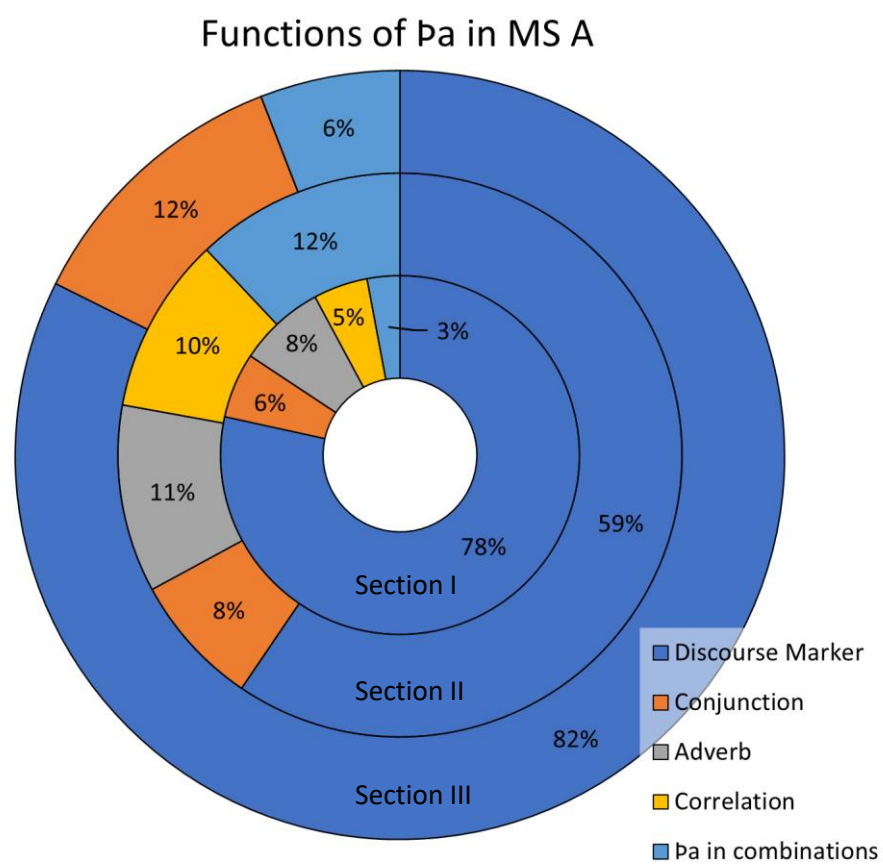


Figure 2 - MS A, Frequency of uses of *pa* (new sectioning)

Annex 2

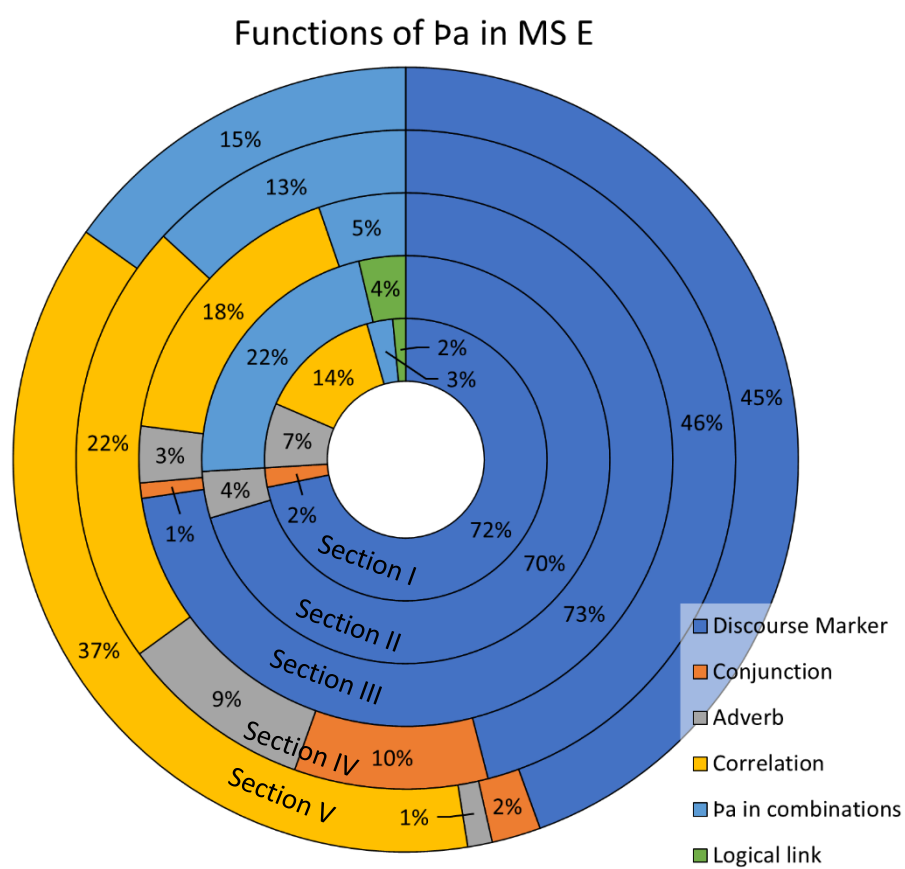


Figure 3 - MS E, Frequency of uses of *pa* (new sectioning)

Figure 4 - Occurrences of þa in the Anglo-Saxon Chronicle (ASC)
(regardless of spelling)

Not accounting, in both tables,
for þa determiner or pronoun

note : 7 = and

Periodisation of MS A according to Sielanko-Byford
Part 1 Section I : up to 891
Part 1 Section II : 892 to 924
Part 1 Section III : 925 to 975
Part1 Section IV : 978 to 1001
Part 2 : 1002 to 1070

Uses of þa
Discourse Marker "then, next ..."
Conjunction "when ..."
Adverb "then, at that time, afterwards ..."
Correlative structures "when / then" or otherwise specified

MS A	
Date	Sampled Clauses
Regnal list, preface of MS A	þa Cerdic 7 Cynric his sunu cuom up æt Cerdicesoran mid .v. scipum; ...
	7 þa he gefor
	þa feng his sunu Cynric to þam rice ...
	þa he gefor,
	þa feng Ceol to þam rice ...
	þa hie gefor,
	þa feng Ceolwulf to his broþur ...
	þa feng Cynegils Ceolwulfes broþur sunu to rice ...
	7 þa feng Cenwalh to ...
	7 þa heold Seaxburg his cuen an gear þæt rice æfter him.
	þa feng Æscwine to rice, ...
	þa feng Centwine to Wessexna rice ...
	þa feng Ceadwalla to þam rice, ...
	Ða feng lne to Seaxna rice, ...
	þa feng Eþelheard to, ...
	þa feng Cūþred to, ...
	þa feng Sigebryht to, ...
	þa feng Cynewulf to rice, ...
	þa feng Beorhtric to rice, ...
	þa feng Ecgbyht to þam rice ...
	7 þa feng Eþelwulf his sunu to ...
	Ond þa feng Eþelbald his sunu to rice ...
	þa feng Eþelbryht his broþur to ...
	þa feng Eþered hiera broþur to rice, ...
	þa feng Ełfred hiera broþur to rice, ...
	7 þa was agan his ielde .xxiii. wintra ...
	189 7 þa geendode on Euerwic,
	443 7 þa sendon hi to Anglum ...
	449 Hi Ða sende to Angle ...
	Hy Ða sendan heom mare fultum.
	þa comon þa menn ...
	457 7 þa Brettas þa forleton Centlond
	565 7 he þar was abbod .xxxii. wintra 7 þar forðferde. þa he was .lxxvii. wintra.
	616 þa mynte Laurentius Ðe þa was ercebiscop on Cent ...
	þa mynte Laurentius Ðe þa was ercebiscop on Cent ...
	þa æfter him feng to arcebiscopdome lustus, ...
	626 7 Penda hæfde .xxx. wintra rice 7 he hæfde .l. wintra þa þa he to rice feng.
	628 Her Cynegils 7 Cuichelm gefuhtun wip Pendan æt Cirenceastre, 7 geþingodan þa.
	640 PCA 7 Ermenred gestrynde twegen sunu. þa syðÐan wurÐan gemartirode of Ðunore
	655 þa was agan from fruman middangeardes <.v. þusendo> wintra 7 .dccc. 7 .l. wintra
	704 þa feng Coenred to.
	716 þa feng Coenred to rice 7 heold .ii. gear
	þa Osric 7 heold .xi. gear
	7 þa feng Eþelbald to rice on Mercium 7 heold .xli. wintra
	745 Her Danihel forþferde, þa was .xliii. wintra agan siþþan he onfeng biscepdome.
	755 7 hiene þa Cynewulf on Andred adræfde ...
	7 þa geascode he þone cyning lytle werode on wifcyppe on Merantune ...
	7 þa ongeat se cyning þæt ...
	7 þa unheanlice hine werode oþ he on þone eþeling locude ...
	7 þa ut ræsde on hine ...
	7 þa on þæs wifes gebærum onfundon þæs cyninges þegnas ...
	& þa þider urnon swa hwelc swa þonne gearo wearþ radost.
	þa on morgenne gehierdun þæt (...) þæt se cyning ofslegen wæs,
	þa ridon hie þider ...
	7 þa gebead he him hiera agenne dom feos 7 londes gif hie him þæs rices upon ...
	7 þa cuēdon hie þæt him nænig mæg leofra nære þonne hiera hlaforð ...
	7 þa budon hie hiera mægum þæt hie gesunde from eodon ...
	þa cuēdon hie þæt hie hie þæs ne onmunden "..."
	7 hie þa ymb þa gatu feohtende wæron oþ þæt hie þærinne fulgon ...
	784 7 þa onfeng Beorhtric Wessexna rices, ...
	787 7 þa se gerefa þærto rad, ...
	797 7 þa sona eft Gode fultomiendum he meahte geseon 7 sprecan, ...
	800 þa mette hine Weoxstan aldorman mid Wilsætum; ...
	825 þa sende he Eþlwulf his sunu of þære fierde ...
	835 þa he þæt hierde 7 mid fierde ferde 7 him wip feaht æt Hengestdune ...
	851 7 foron þa sup ofer Temese on Suprige,
	853 He þa swa dyde, ...
	þa was domne Leo papa on Rome, ...
	þa by ilcan geare Ealhere mid Cantwarum ...
	855 7 þa him hamweard fór,
	7 him þa Carl Francna cyning his dohtor geaf him to cuene, ...
	On þa fengon Eþelwulfes suna twegen to rice, ...
	7 þa ricsode Eþelbald .v. gear.
	868 7 þa ferdon hie mid Wessexna fierde innan Mierce oþ Snotengaham ...
	871 þa gemette hie Eþelwulf aldorman on Englafelda ...
	7 þa gefeaht se cyning Eþered wip þara cyninga getruman ...
	þa feng Ełfred Eþelwulfing his broþur to Wessexna rice ...
	872 7 þa namon Mierce friþ wip bone here.
	873 7 þa namon Mierce friþ wip bone here.
	876 7 hie þa under þam hie nihtes bestelton þære fierde se gehorsoda here into Escanceaster
	877 7 þa mette hie micel yst on se, ...

		7 þa on hærfæste gefor se here on Miercna lond, ...
	878	þa on þære seofodan wiecan ofer Eastron he Gerard to Ecgbryhtes stane be eastan Sealwyda, ... 7 þa salde se here him foregislas 7 micle aþas þæt hie of his rice uuoldon
	881	7 þær ' þa ' wearþ se here gehorsod æfter þam gefeohte. (<i>þa added by other hand</i>)
	882	7 þa wæron miclum forslægene 7 forwundode ær hie on hond eodon.
	885	þa eode se here to hiera scipum, 7 forlet þæt geweorc. þa hie þa hamweard wendon mid þære herehype Sona swa hie comon on Stufe muþan, þa metton hie .xvi. scipu wicenga þa hie þa hamweard wendon mid þære herehupe, þa hie þa hamweard wendon mid þære herehupe, þa metton hie micelne sciphære wicenga þa wiþ þa gefuhton þy ilcan dæge
Correlative structure "As soon as / Then"		
Correlative structure "When" / " Then"		
with insertion of an adverb "then" in the subordinate clause		
	886	Her for se here eft west þe ær east gelende 7 þa up on Sigene 7 hie þa befæste þa burg Eþereded aldormen to haldonne.
	887	Her for se here up þurh þa brycg æt Paris 7 þa up andlang Sigene oþ Mæterne oþ Cariei, 7 þa sæton þara 7 innan lonan tu winter on þam twam stedum 7 þa wearþ þæt rice todeled on .v. Earnulf þa wunode on þem londe be eastan Rin, 7 Robulf þa feng to þæm middelfrice
	891	7 þa comon hie ymb .vii. niht to londe on Cornwalum. 7 foron þa sona to Eþfreded cyninge
	892	7 þa comon up on Limene muþan. mid .ccl. (hunde) scipa. þa sona æfter þæm com Hæsten mid .lxxx. scipa up on Temese muðan
	893	þa gegaderade Ælfred cyning his fierd þa foron hie sibban æfter þæm wealda hloþum 7 flocradum. opre siþe þa hie ærest to londe comon opre siþe þa hie of þæm setum faran woldon þa hie gefengon micle herehyð, 7 þa woldon ferian norþweardes ofer Temese in on Eastseaxe ongean þa scipu. þa forrad sio fierd hie foran 7 hie flugon ofer Temese buton ælcum forða þa up be Colne on anne iggað. þa besæt sio fierd hie þær utan þa hwile þe hie þær lengest mete hæfdon. þa hwile þe hie þær lengest mete hæfdon. 7 wæs se cyng þa þiderweardes on fære mid þære scire þe mid him fierdedon þa he þa wæs þiderweardes, þa he þa wæs þiderweardes, þa gegaderedon þa þe in Norþhymbrum bugeað þa se cyng þæt hierde, þa wende he hine west wið Exanceastres mid ealre þære fierde, þa se cyng þæt hierde, þa wende he hine west wið Exanceastres mid ealre þære fierde, þa foron forð opþe hie comon to Lundenbyrg 7 þa mid þæm burgwarum 7 þæm fultume þe him westan com, foron east to Beamfleote Wæs Hæsten þa þær cumen mid his herge, þe ær æt Middeltune sæt. 7 eac se micla here wæs þa þærto cumen, ... 7 wæs þa ut afaren on hergaþ þa foron hie to 7 gefliemdon þone here 7 se cyng him eac wel feoh sealde, 7 eac swa þa he þone cniht agef 7 þæt wif. 7 eft opre siþe he wæs on hergað gelend on þæt ilce rice þa þa mon his geweorc abraec. þa se cyning hine þa west wende mid þære fierde wið Exancestres, ... þa se cyning hine þa west wende mid þære fierde wið Exancestres, ... þa he þærto gefaren wæs, þa eodon hie to hiora scipum. þa he þærto gefaren wæs, þa eodon hie to hiora scipum. þa he þa wið þone here þær wæst abisgod wæs, 7 þa hergas wæron þa gegaderode begen to Sceobyrig on Eastseaxum Foron þa up be Temese oppæt hie gedydon æt Sæferne þa up be Sæferne. þa gegaderode Eþered ealdormon, 7 Eþelm ealdorman. 7 Eþelnop ealdorman, 7 þa cinges þegnas þe þa æt ham æt þæm geweorcum wæron, ... þa hie þa ealle gegaderode wæron, þa hie þa ealle gegaderode wæron, þa offoron hie þone here hindan æt Buttingtune on Sæferne staþe þa hie ða fela wucena sæton on twa healfes þær e, 7 se cyng wæs west on Defnum wiþ þone sciphære, þa hie ða fela wucena sæton on twa healfes þær e, 7 se cyng wæs west on Defnum wiþ þone sciphære, þa wæron hie mid metelieste gewægde, þa eodon hie ut to ðæm monnum þe on easthealfes þære e wicodon, ... þa hie on Eastseaxe comon to hiora geweorc 7 to hiora scipum, ... þa gegaderade sio laf eft of Eastenglum, þa ne mehte seo fird hie na hindan offaran, ...
Correlative structure "When" / "Then"		
with insertion of an adverb "then" in the subordinate clause		
Correlative structure "when / then"		
with insertion of an adverb "then" in the subordinate clause		
	894	OND þa sona æfter þæm on ðys gere for se here of Wirheale in on Norðwealas, ... þa hie ða eft ut of Norðwealum wendon mid þære herehyðe þe hie ðær genumen hæfdon, þa hie ðā eft ut of Norðwealum wendon mid þære herehyðe þe hie ðær genumen hæfdon, þa foron hie ofer Norðhymbra lond 7 Eastengla, ... 7 þa se here eft hamweard wende þe Exanceaster beseten hæfde, þa hergodon hie up on Suðseaxum neah Cisseceastre, ðā þy ilcan gere onforan winter þa Deniscan þe on Meresige sæton tugon hira scipu up on Temese, 7 þa up on Lygan;
	895	þa pæs on sumera foron micel dæl þara burgwara, þa pæs on hærfeste þa wicode se cyng on neaweste þære byrig, þa hwile þe hie hira corn gerypon, þa sume dæge rad se cyng up bi þære eæ, 7 hie ðā swa dydon, worhton ðā tu geweorc on twa healfes þære

	Þa hie ða þæt geweorc furþum ongunnen hæfdon, Þa hie ða þæt geweorc furþum ongunnen hæfdon, Þa forleton hie hie 7 eodon ofer land þæt hie gedydon æt Cwatabrycge ... Þa rad seo fird west æfter þæm herige, 7 þa ealle þe hie alædan ne mehton tobræcon, 7 þa þe þær stælwyrðe wæron binnan Lundenbyrig gebrohton; Þa sæton hie þone winter æt Cwatabrycge.
	896 ða þæs on sumera on ðysum gere tofor se here, sum on Eastengle, sum on Norðhymbre, Þa het Ælfred cyng timbran langscipu ongen ða æscas; Þa æt sumum cirre þæs ilcan geares comon þær sex scipu to Wiht, Þa het se cyng faran mid nigonum to þara niwena scipa, Þa foron hie mid þrim scipum ut ongen hie, Þa gefengon hie þara þreora scipa tu æt ðæm muðan uteweardum, Þa wurdon eac swiðe uneðelice aseten. Ac ða þæt wæter wæs ahebbad fela furlanga from þæm scipum Þa eodon ða Deniscan from þæm þrim scipum 7 hie þa þær gefuhton. Þa com þæm Deniscum scipum þeh ær flod to, Þa wæron hie to þæm gesargode, ...
	900 7 þa feng Eadweard his sunu to rice. Þa gerad Æðelwald his fædran sunu þone ham æt Winburnan, Þa rad se cyning mid firde þæt he gewicode æt Baddanbyrig wið Winburnan, Þa under þæm þa bestæl he hine on niht on weg, Þa berad mon þæt wif þæt he hæfde ær genumen butan cynges leafe 7 ofer þara biscopa gebod,
	904 7 wendan ða eft hamweard; Þa for Eadweard cyning æfter, swa he raðost mehte his fird gegadrian, Þa he ða eft þonan ut faran wolde, Þa he ða eft þonan ut faran wolde, Þa het he beodan ofer ealle þa fird þæt hie foron ealle ut ætsomne. Þa ætsæton ða Centiscan þær beæftan ofer his bebod, Þa befor se here hie ðær,
	910 7 se cyng hæfde gegadrod sum hund scipa, 7 wæs þa on Cent, Þa wende se here þæt his fultumes se mæsta dæl wære on þæm scipum, Þa geascade se cyng þæt þæt hie ut on hergað foron, Þa sende he his fird ægðer ge of Westseaxum ge of Mercum, 7 hie offoron ðone here hindan, þa he hamweard wæs,
	912 7 þa æfter þam þæs on sumera, Þa for Eadweard cyning mid sumum his fultume on Eastseaxe to Mældune. Þa hwile þe man þa burg worhte 7 getimbrede æt Witham; Þa hwile æt Heorotforda on suphealfe Lygean.
	913 7 þa swiðe raþe æfter þæm, swa þa oþre ham comon, þa fundon hie oþre floccade, 7 þa swiðe raþe æfter þæm, swa þa oþre ham comon, þa fundon hie oþre floccade, 7 þa wurdon þa landleode his ware,
Ambiguous, discourse marker or adverb ?	914 7 þa aliesde Eadweard cyning hine eft mid .xl. pundum. Þa æfter þam þa for se here eall up, Þa æfter þam þa for se here eall up, 7 wolde faran þa giet on hergaþ wið Ircingafeldes. Þa gemetton þa men hie of Hereforda 7 of Gleaweceastre 7 of þam niehstum burgum, Þa bestælon hie hie þeah nihtes upp æt sumum twam cirron, Þa slog hie mon æt ægþrum cirre 7 þa sæton hie ute on þam iglande æt Bradan Relice, Foran þa þonan to Deomodum, 7 þa ut to Irlande 7 þis wæs on hærfest; 7 þa æfter þam on þam ilcan gere foran to Martines mæssan, ða for Eadweard cyning to Buccinghamme mid his firde
"þa giet" probably temporal locator	917 7 þa eft æfter þam on þam ilcan geare to gangdagum he het atimbran þa burg æt Wigingamere. 7 hie forleton þa þa burg, 7 foron aweg. 7 þa eft swiðe raþe æfter þam hie foron eft ut mid stælderhege nihtes 7 þa foran þa men ut ongean þe þærinnan wæron 7 him wiþ gefuhton Þa eft æfter þam þa giet gegadorode micel here hine of Eastenglum Þa eft æfter þam þa giet gegadorode micel here hine of Eastenglum 7 þa forleton hie þa burg 7 foron aweg. Þa æfter þam þæs ilcan sumeres gegadorode [...] þe hit ða gefaran mehte, Þa æfter þam þæs ilcan sumeres gegadorode [...] þe hit ða gefaran mehte, Þa æfter þam þæs forhraþe gegadorode micel folc hit on hærfest Þa æfter þam þa giet þæs ilcan hærfestes gegadorode micel here hine of Eastenglum ... Þa æfter þam þa giet þæs ilcan hærfestes gegadorode micel here hine of Eastenglum ... 7 þa foron þa men æfter ut of þære byrig, Þa þæs forhraþe þæs ilcan hærfestes for Eadweard cyning mid Westsexna fierde to Passanhamme, Þa hwile þe mon worhte þa burg æt Tofeceastre mid stanwealle; 7 þa se firdstenn for ham, Þa for oþer ut, Þa giet æfter þam þæs ilcan geres foran to Martines mæssan for Eadweard cyning mid Westsexna fierde to Colneceastre,
In Whitelock's translation "þa giet" is "moreover"	
Doubled þa after long complement	918 7 þa on þæm setle ðe he þær sæt, Þa gefor Æþelfræd his swystar æt Tameworþige .xii. nihtum ær middum sumera; 7 þa gerad he þa burg æt Tameworþige, Þa for he þonan to Snotingaham 7 gefor þa burg, 919 Þa hwile þe he þær sæt gefaran Mameceaster on Norphymbrum, 920 7 for þa þonan on Peaclond to Badecanwiellon,

		7 hine geceƿ ƿa to fæder 7 to hlaforde Scotta cyning 7 eall Scotta ƿeod;
	940	7 he wæs ƿa .xviii. wintre.
Unclear whether discourse marker or adverb	940 PCA	ƿa was Wulfelm arcebiscop on Cantwarebyri.
	946	7 ƿa feng Eadred æƿeling his broƿor to rice
	955	7 ƿa feng Eadwig to rice,
	962	7 ƿa on geare wæs swiðe micel mancwealm,
	973 (verse)	7 ða agangen wæs
"ƿa gen " a lot more frequent than "ƿa giet " in verse than in prose		buton ðær to lafe ƿa gen
		ða ƿa ðis gelamp.
		7 ƿa on ðam .xxx. Wæs ðeoden gehalgod.
	975 (verse)	ða wæs on Myrceon,
		ƿa wæs mærdða Fruma
		ƿa man his riht tobræc.
		7 ƿa wearð eac adræfed,
		7 ƿa wearð ætywed
	993	7 for ða ðanon to Sandwic
	1001	7 ƿa com ƿær togeanes Hamtuncir 7 him wið gefuhton;
		7 foran ða ƿanon west oƿ ƿæt hy coman to Defenan,
		7 hy foran ƿa ƿanon to Exan muðan,
		7 foran ða eft east ongean oð hy coman to Wiht,
	1070	ða ða Landfranc crafede fæstnunge his gehersumnesse mid aðswerunge.
		ƿa forsoc he 7 sæde ƿæt he hit nahte to donne.
		ƿa gewraðede hine se arcebiscop Landfranc
		ƿa sona æfter ƿysan belamp ƿæt se arcebiscop LANDFRANC ferde to Rome
		ƿa ƿa hi ƿyder common
		ƿa angan Thomas his spæce hu he com to Cantuuarebyri,
		ƿa agann se arcebiscop Landfranc atywian mid openum gesceade ƿæt he mid rihte crafede

note : PCA = Post-Conquest Additions,
"Peterborough" Additions ; based on Latin texts,
similar wording at times.
See Irvine, *The ASC MS E*. p.xc

Periodisation of MS E according to Sielanko-Byford
Part 1 Section I : up to 890
Part 1 Section II : 892 to 975
Part 1 Section III : 976 to 1022
Part 1 Section IV : 1023 to 1067
Part 1 Section V : 1068 to 1121
Part 2 Continuation 1 : 1122 to 1131
Part 2 Continuation 2 : 1132 to 1154

Uses of þa
Discourse Marker "then, next ..."
Conjunction "when ..."
Adverb "then, at that time ..."
Correlative structures "when / then" or otherwise specified
Logical link "if X happens, then Y happens"

MS E	
Date	Sampled Clauses
Preface of MS E	þa gelamp hit þet Pyhtas coman suþan of Scithian
	& þa cwædon þa Scottas:
	Ða ferdon þa Pihtas
60 BC	& þa gelamp hit imbe geara rina þet Scotta sum dæl gewat of Ybernian on Brittene
	& þa he forlet his here abidan mid Scottum
	& þa hi ærost togedore geræsdon,
	þa man ofsloh ðes caseres gerefan se wes Labienus gehaten.
	Ða genamon þa Walas
	þa þet onfundon ða Romani,
	þa noldon hi faron ofer þone ford.
47	þa flugon þa Brytwalas to þam wuduferstenum.
	þa feng Nero to rice æfter Claudie,
189	& þa gewrohte he weall mid turfum
	He rixade .xvii. gear & þa geendode on Eoferwic.
443	& þa sendon hi to Anglum
449	& hi þa coman on þrim ceolum hider to Brytene
	Heo þa fuhton wið Pyhtas
	Hy ða sendon to Angle,
	Hy ða sona sendon hider mare weored þam oðrum to fultume.
	Ða comon þa men of þrim megðum Germanie
456	& þa Bryttas forleton þa Kentland
565	& þær forðferde ða ða he wæs .lxxvii. wintra.
616	Ða mynte Laurentius þe ða wæs ercebiscop on Cænt...
	Ða mynte Laurentius þe ða wæs ercebiscop on Cænt...
	þa æfter him feng Mellitus to ercebiscopdome,
	þa wurdon Lundenware heðene þær Mellitus ær wæs
	& þes þa ymb .v. wintra rixiendum Eadbaldum Mellitus for to Criste.
626	þa æfter feng to þam ercebiscopdome Iustus,
	þa gehet se cining Pauline þet he wolde his dohter gesyllan Gode
628	& he þa for on Westseaxum mid fyrde
	Her Kynegils & Cwichelm gefuhton wið Pendan æt Cirnceastre & gepingodon þa.
633	& þa syððan foran Ceadwala & Penda
	þa þet Paulinus geseah,
	þa genam Æðelburge Eadwines lafe
639	þa feng his sunu Ercenbriht to þam rice,
654	Ða wæs agan fram fruman middangeardes fif þusend wintra & .dccc. wintra,
654 PCA	On his time þa comon togadere heo
	& hi ongunnan þa þet grundwalla
656 PCA	þa luuede se kining hit swiðe for his broðer Iuen Peada
	cweð þa þet he wolde hit wurðminten & arwurðen be his broðre ræd Æðelred
	Ða seonde se kyning æfter þone abbode þet he æuestelice scolde to him cumon
	Ða cwæð se kyning to þan abbode: ...
	Ða feorde se abbot ham & ongan to wircene.
	Ða þa kyning heorda þæt gesecgon,
	Ða þa kyning heorda þæt gesecgon,
	þa wærð he swiðe glæd;
	Ða man halgode seo mynstre,
	þa wæs seo kyning Wulfere þær
	Ða seo mynstre wæs gehalgod on Sancte Petres nama & Sancte Paules & Sancte Andreas,
	þa stod seo kyning up toforen ealle his ðægna & cwæð Iuddor stefne: ...
	Ða cwæð seo kyning: ...
	Betwix þas worde þa geornde seo abbode þet he scolde him tyþian þet he æt him geornde
	Ða andswerode seo kyning & þus cwæð:
	Siððan þa getton hit ælle þa oðre þe þær wæron mid Cristes
	Leidon þa Godes curs
	þa þis þing wæs gedon, þa seonde seo kyning to Rome to seo papa Uitalianus þe þa was,
	þa þis þing wæs gedon, þa seonde seo kyning to Rome to seo papa Uitalianus þe þa was,
	þa þis þing wæs gedon, þa seonde seo kyning to Rome to seo papa Uitalianus þe þa was,
	& seo papa seonde þa his writ þus cwæðend: ...
	þa wæs Winfrid Myrcene biscop don of his biscoprice,
675 PCA	On his time þa seonde he to Rome Wilfrid biscop to þam pape þe þa wes, Agatho he wæs gehaten,
	On his time þa seonde he to Rome Wilfrid biscop to þam pape þe þa wes, Agatho he wæs gehaten,
	And seo papa seonde þa his gewrite to Englalande þus cweðende:
	hwa swa halt þis write & þis bode, þa wurðe he efre wuniende mid God ælmihti on heuenrice,
	& hwa swa hit tobreceð, þa wurðe he amansumed
	Ða heot seo kining þone ærcebiscop Theodorus
	Ða hi wæron þær gegaderod,
	þa leot he rædon þa gewrite þe seo papa þider seonde,
681	Ða seide se kyning: ...
	Her man halgode Trumbriht biscop to Hagustaldesea, [...], forþan hy hyrdon þa hider.
685	þa wæs Wilferð his preost syððan gehalgod Ceastre to biscope,
686 PCA	þa wæs abbot on þære minstre Egbalþ wæs gehaten;
	þa wæs Theodorus ærcebiscop on Cent.
692	þa wæron .ii. ciningas on Cent, Nihtred & Wæbheard.
704	þa feng Kenred to.
705	þa feng Osred his sunu to rice.
716	þa feng Cenred to rice & heold .ii. gear,
	& þa Osric & heold .xi. gear.
	& þa feng Æðelbald to rice on Myrcum & heold .xli. wintra.
729	þa feng Ceolwulf to rice & heold .viii. gear.
745	Her Daniel forðferde; þa wæs .xli. wintra agan syððan he onfeng biscopdome.

755	& hine þa Cynewulf on Andred adrefede, & þa acsode he þone cining lyt wyrede on wifcyððan on Merantune & þa ongeat se cyning þet, & þa unheanlice hine werode oð he on þone æpeling locade, & þa ut resde on hine & þa on ðes wifes gebæron onfundon þæs ciningas þegnas þa unstillnessa & þa þider urnon swa hwilc swa ðonne gearo wearð hraðost. þa on morgen gehyrdon þet þes ciniges þegnas þe him bæfton wæron þet se cining ofslagen wæs, þa ridon þider & ða ðerto eodon. & þa bead he heom heora agene dom feos & þa cweðon hig þet heom nænig mæg leofra nære þone heora hlaford & þa budon hi heora magon þet hi heom gesunde fram eodon.
	ða cwædon hi þet þet hi þæs ne gemundon þonne ma þe heora geferen þe mid þam cininge wæron ofslagene. Hi þa ymb ða gatu feohtende wæron oð hi þærin flugon & þa feng Beornred to rice
759	& Moll Æðelwold feng to rice on Norðhymbrum & rixade .vi. winter & hit þa forlet.
762	þa man gehalgode Pyhtwine to biscop æt Ælfetee on .xvi. kalendas Augusti to Hwiterne.
777 PCA	& þone abbote þe þa was; he was Pusa gehaten. & seo kyning freode þa þet mynstre Wocingas
778	& þa feng Alfwold to rice
784	& þa onfeng Brihtric Westseaxna cining to rice,
787	& þa se gerefa þærto rad,
797	þa sona eft Gode gefultumiendum he mihte geseon
800	þa gemette hine Weohstan ealdorman mid Wilsætum,
823	þa sende he Æðelwulf his sunu of þære ferde
835	þa fyrdode him togeanes
851	& foran þa suð ofer Temese on Sudrige,
855	& he feng to Karles dohter Francna cining þa he hamweard wæs & gesund ham com & þa fengon his .ii. sunu to rice:
868	& þa færdon hi mid Wæstsæxa fyrde inon Myrcene oþ Snotingaham
871	þa gemette Æðelwulf ealdorman hie on Englafelda ða ymb .liiii. niht Æðelred cining & Ælfred his broðor þær mycle fyrd to Rædingum gelæddon & ða feaht se cining Æðered wið ðara cininga getuman, ða feng Ælfred Æðelwulfing his broðor to Westseaxna rice;
872	& þa naman Myrce frið wið þone here.
876	& hi þa under þam hi nihtes bestælon þære fyrde se gehorsade here into Exanceastre.
877	& þa gemette hi mycel yst on sæ, & þa godne frið heoldan.
878	þa on ðere seofeðan wucan ofer Eastron he Gerard to Ecgbrihtesstane be easton Wealwudu, & þa sealde se here him gislas and mycele aðas þet hi of his rice woldon
881	& þær þa warð se here horsad æfter þam gefeohte.
883	þa hi sæton wið þone here æt Lundene,
885	þa eode se here to heora scipum & forleton þet geweorc, sona swa hi comon on Sture muðan þa gemætton hi .xvi. scipa wicinga þa hi þa hamwearð wæron mid þære herehuðe, þa gemetton hi mycelne sciphære wicinga
886	Her for se here eft west þe ær east gelende & þa up on Sigene & he þa befeste þa burh Æþerede ealdormen to healdenne.
887	Her for se here up þurh ða brycge æt Paris & þa up andlang Sigene oð Mæterne & þa up on Mæterne oð Cazei & þa sæton þar innan Ionan twa winter on ðam twam stedum. & þa wearð þet rice todæled on .v. & Hroðulf þa feng to þam middelrice,
892	& þa comon up on Limene muðan mid þridde healf hund scipa. þa sona æfter þam com Hæsten mid .lxxx. scipa up inne Tæmese muþe
901	& þa feng Ædward his sunu to rice.
959 verse	þa hwile þe he leofode,
963 PCA	þa makode he feola minstra Syððan þa com he to se cyng Eadgar, And se biscop com þa fyrst to Elig þær Sancta Æðeldrið lið geaf hit þa his an munac Brihtnoð wæs gehaten, halgode him þa abbot bohte þa feola cotlif æt se king fand þa hidde in þa ealde wealle writes þet Headda abbot heafde ær gewriton: Leot wircen þa þet mynstre Com þa to þe cyng and se kyng andswerode þa & cwed: ða andswerade se arcebiscop Dunstan of Cantwarbyrig & sæide: & swa hwa swa hit tobrecoð, þa gife ic him Godes curs & ealra halgan & eallre hadede heafde & min, buton he cume to dædbote. ða bohte se abbot Aldulf landes feola & godede þa þet mynstre swiðe mid ealle & wæs þær þa swa lange þet se arcebiscop Oswald of Eoferwic wæs forðgewiton, & man cæs him þa to ercebiscop, & man cæs þa sona oðer abbot of þe sylfe minstre, [...] biscop on Wintanceastre. þa cæs man oðer abbot of þe silue minstre þe wæs gehaten Ælfis . & heold þa hwile þe he þær wæs.
972	& he wæs þa ana wana .xxx. wintra.
975 verse	þa hwile þe se æþela cyning cynestol gerehte.
975 prose	& þa sona on þam ilcan geare on herfeste æteowde cometa se steorra, & com þa on þam eaftran geare swiðe mycel hungor

	992	Ða gerædde se cyng & ealle his witan	
		& se cyng þa betæhte þa fyrde to lædene Ealfrice ealdorman	
		Ða sende se ealdorman Ælfric & het warnian þone here,	
		& þa on þere nihte ðe hi on ðone dæi togædere cumon sceoldon,	
		ða sceoc he on niht fram þære fyrde him sylfum to mycclum bismore,	
		& se here þa ætbærst,	
		& þa gemætte se here ða scipu of Eastenglum & of Lunden,	
		& ða æfter Oswaldes arce biscopes forðsiðe feng Ealdulf abbot ...	
		993	þa gegaderode man swiðe mycele fyrde,
			& þa hi togædere gan sceoldan, þa onstealdon þa heretogan ærest þone fleam;
& þa hi togædere gan sceoldan, þa onstealdon þa heretogan ærest þone fleam;			
& þa hi togædere gan sceoldan, þa onstealdon þa heretogan ærest þone fleam;			
994	& hi ða on ða burh festlice feohtende wæron		
	þa gerædde se cyng & his witan þet him man to sende		
	& hi þa þet underfengon;		
	& com þa eall se here to Hamtune & þær wintersetle namon,		
	þa sende se cyng æfter Anlafe cyninge Ælfeach biscop & Æðelward ealdorman,		
	& man gislade þa hwile into þam scipum,		
	& hi þa læddan Anlaf mid mycclum wurðscipe to þam cyngre to Andeferan.		
997	& eodon him þa up æt Wecedport		
	and wendon þa into Tamermuðan		
	& eodon þa up oð þet hi comon to Hlidaforda		
998	& eoton heom þa hwile of Hamtunscire & of Suðseaxum.		
999	Her com se here eft abuton into Temese & wendon þa up andlang Medewægan to Hrofeceastre,		
	& com þa seo centisce fyrde þær ongean,		
	þa ahton þa Dæniscan wælstowe geweald		
	& naman þa hors		
	Ða rædde se cyng wið his witan þet man sceolde mid scipfyrde		
	ac ða þa scipu gearwe wæron,		
	þa elkede man fram dæge to dæge		
1000	þa gehergodon hi Mænige,		
1001	Her com se here to Exanmuðan & up ða eodan to ðere byrig		
	Ða gewendon hi geond þet land		
	þa gesomnode man þær ormæte fyrde of defenisces folces & sumorsætisces,		
	& hi ða tosomne comon æt Peonnhō,		
	& sona swa hi togædere fengon, þa beah seo englisce fyrd,		
	& ridan þa ofer þet land,		
	& mid him þa mycele herehuðe to scipon brohton		
	Wæs hit þa on ælce wisan hefig tyme,		
1002	Ða sende se cyng to þam flotan Leofsig ealdorman,		
	& he þa þæs cynges worde		
	& hi þa þet underfengon,		
	& him man þa geald .xxiiii. þusend punda.		
	Ða ongemang þysum ofsloh Leofsig ealdorman Æfic þæs cynges heahgerefan,		
	& se cyng hine ða geutode of earde.		
	And þa on þam ilcan lengtene com seo hlæfdige Ricardes dohtor hider to lande.		
1003	Ða gegaderode man swiðe mycele fyrde of Wiltunscire & of Hamtunscire,		
	Ða sceolde se ealdorman Ælfric lædan þa fyrde,		
	ac he teah forð þa his ealdan wrenceas.		
	Sona swa hi wæron swa gehende þet ægðer heora on oðer hawede, þa gebræd he hine seocne		
	Ða Swegen geseah þet hi anræde næron & ealle tohwurfon,		
	þa lædde he his here into Wiltune,		
	& eodon þa to Searbyrig,		
1004	þa gerædde Ulfkytel wið þa witan on Eastenglum þet him bætere weron þet man wið þone here friðes ceapode,		
	ær hi to mycelne hearm on þam earde gedydon,		
	Ða under þam griðe þe heom betweonan beon sceolde, þa bestea se here up fram scipon & wendan heora fore to		
	þeodforda.		
	þa bestea se here up fram scipon & wendan heora fore to þeodforda.		
	Ða Ulfcytel þet undergeat,		
	þa seonde he þet man sceolde þa scipu toheawan,		
	& he þa gegaderode his fyrde diglice swa he swyðost muhte,		
	& se here com þa to þeodforda binnon .iii. wuca þæs þe hi ær gehergodon Norðwic		
Correlative structure "when / then" preceded by a þa Discourse Marker -> atypical	þa on morgen þa hi to scipu woldon,		
	þa on morgen þa hi to scipu woldon,		
	þa com Ulfcytel mid his werode,		
þa doubled after long adverbial phrase	1006	& þa ofer þone midne sumor com þa se denisca flota to Sandwic	
		& þa ofer þone midne sumor com þa se denisca flota to Sandwic	
		þa het se cyng abannan ut ealne ðeodscape of Westseaxum & of Myrcean,	
		& hi lagon ute þa ealne þone herfest on fyrdinge ongean þone here,	
		Ða hit winterleohte,	
		þa ferde se fyrd ham,	
		& se here com þa ofer Martinus mæssan to his fryðstole to Wihltlande	
		þa to ðam middanwintran eodon heom to heora garwan feorme	
		& ferdon þa to Wealingaforda & þet eall forsweldon,	
		& wændon him þa andlang Æscesdune to Cwichelmeshlæwe	
		wendon þa oðres wæges hamweard.	
		þa wæs þær fyrd gesomnod æt Cynetan,	
		þa wæs se cyng gewend ofer Temese into Scrobbesbyrigscire	
		þa wearð hit swa mycel æge fram þam here þet [...],	
		Ða gerædde seo cyng	
		Ða sende se cyng to þam here	

		& hi ða ealle þet underfengon,
	1009	Ða gewearð hit on þisum ilcan timan
		& he þa ut gewende
		& him þa to aspeon þet he heafde .xx. scipa,
		& he þa hergode æghwer be ðam suðriman
		þa cydde man into bære scipfyrde þet hi mann eaðe befaran mihte gif man ymbe beon wolde.
		Ða genam se Brihtric him to hundeathtatig scipa
		Ac þa hi þyderweard wæron,
		þa com him swilc wind ongean swilce nan mann ær \ne/ gemunde
		Ða bis cuð wæs to ðam oðrum scipon þær se cyng wæs hu ða oðre geferdon,
		wæs þa swilc hit eall rædleas wære,
		þa ðeos scipfyrð ðus geendod wæs,
		þa com sona æfter hlammessan se ungemetlica unfriðhere to Sandwic
		& se here þa sona æfter þam gewende abuton oð þet hi comon to Wihtlande
		þa het se cyng abannan ut ealne þeodscipe þet mann on ælce healfe wið hi gehealden sceolde,
		þa sum siðe heafde se cyng hi fore began mid ealre fyrde þa hi to scipan woldon,
		þa sum siðe heafde se cyng hi fore began mid ealre fyrde þa hi to scipan woldon,
		ac hit wæs ða þurh Eadric ealdorman gelet swa hit þa æfre wæs.
þa doubled after long adverbial phrase		Ða æfter Sanctus Martinus mæssan þa ferdon hi eft ongean to Cent
		Ða æfter Sanctus Martinus mæssan þa ferdon hi eft ongean to Cent
þa doubled after long adverbial phrase		Ða æfter middanwintra hi namon þa ænne upgang ut þurh Ciltern
		Ða æfter middanwintra hi namon þa ænne upgang ut þurh Ciltern
		& namon hit þa on twa healfe Temese to scipan weard.
		þa gewarnode man hi þet þær wæs fyrð æt Lundene ongean;
		hi gewendon þa ofer æt Stane
	1010	& þa sona flugon Eastengla;
		þa stod Grantabrycgscir fæstlice ongean.
		Wendon þa eft to scipon mid heora herehuðe,
þa doubled after long adverbial phrase		þa ætforan Sanctus Andreas mæssan ða com se here to Hamtune
		þa ætforan Sanctus Andreas mæssan ða com se here to Hamtune
		þa hi swa feor gegan hæfdon swa hi þa woldon,
		þa hi swa feor gegan hæfdon swa hi þa woldon,
		þa comon hi to ðam middan wintra to scipon.
	1011	Hi heafdon þa ofergan
		& hi þær þa genaman þone arcebiscop Ælfeah
		& þa hi hæfdon þa burh ealle asmeade,
		wendon him þa to scipon & læddon þone arcebiscop.
		Mid him wæs ða ræpling se þe ær wæs Angelcynnes heafod & Cristendomes.
		Þær man mihte þa geseon earmðe
	1012	wæs Æsterdæg þa on þam datarum idus Aprilis.
		þa on þone Sæternesdæg wearð swiðe gestired se here ongean þone biscop,
		Genamon þa þone biscop,
		& hine þa þær oftorfodon mid banum & mid hryðera heafdum,
		& sloh hine þa an heora mid anre æxe yre on þet heafod þet he mid þam dynte niðer asah,
		& his þa haligan sawle to Godes rice asende.
		Ða þet gafol gelest wæs & þa friðaðas gesworene,
		þa toferde se here wide swa he ær gegaderod wæs.
		Ða bugon to þam cyninge of þam here .xlv. scipa
	1013	& þa sona abeah Uhtred eorl
Correlative structure "after / then"		Syððan he undergeat þet eall folc him to gebogen wæs, þa bead he þet man sceolde his here metian & horsian,
		& he þa gewende syððan suðweard mid fulre fyrde
		Wende þa to Oxnaforda,
		Wendon þa þanon eastward to Lundene,
		Ða he to bære byrig com,
		þa nolde seo burhwaru abugan,
		þa wende Swegen cyning þanon to Wealingaforda
		þa he eall þus gefaren heafde,
		wende þa norðweard to his scipon,
		Bead þa Swegen full gild
		Ða ne duhte naðor pisse þeoda ne sudan ne norðan.
		þa wæs se cyng sume hwile mid þam flotan þe on Temese wæron,
		& seo hlafdige wende þa ofer seo to hire broðor Ricarde
		& se cyng gewende þa fram þam flotan to ðam middanwintra to Wihtlande
		& æfter þære tide gewende þa ofer sæ to Ricarde
		& ða hwile þe seo læfdige mid hire broþer wæs begondon sæ,
	1013 PCA	Bohte þa þær æt þone abbot
	1014	Ða geræddan þa witan ealle, ge hadode ge læwede,
		Ða sende se cyng his sunu Eadward mid his ærendracan hider
		& man þa fullne freondscipe gefæstnode mid worde
		Ða com Æðelred cyning innan þam lenctene ham to his agenre ðeode,
		& þa syððon Swegen dead wæs,
		Ða com se cyning Æðelred mid fulre fyrde þider ær hi gearwe wæron to Lindesige,
		& mann þa hergode & bærnde
		& wænde þa suðweard oð þet he com to Sandwic
	1015	& se cyng þa genam eall heora æhta
		þa æfter litlum fece ferde Eadmund æðeling to
		Ða toforan Natiuitas Sancte Mari0 ferde se æðeling wæston norð into Fifburgum
		& þa on ðam ylcan timan com Cnut cyng to Sandwic
		& hergode þa on Dorsætum
		þa læg se cyng seoc æt Cosham.
		Ða gaderode Eadric ealdorman fyrde

		Đa hi togædere comon, Đa wolde se ealdorman beswicon þone æþeling, & hi tohwurfon Ða buton gefeohte forþam & rimdon heora feondum. & Eadric ealdormann aspeon Ða .xl. scipa fram þam cyning & beah Ða to Cnute, & he wæs þær Ða oð midne winter.
	1016	& wendon Ða to Wæringscire innon þære middewintres tide Đa ongan se æðeling Eadmund to gadrienne fyrde. Ða se fyrd gesomnod wæs, Ða ne onhagode him buton se cyng þære wære geswicon Ða þære fyrding, Đa æfter þære tide Ða bead mann eft fyrde be fullum wite þet ælc mann þe feor wære forð gewende, Đa æfter þære tide Ða bead mann eft fyrde be fullum wite þet ælc mann þe feor wære forð gewende, Đa hi ealle tosomne comon, Ða ne beheold hit naht þe ma þe hit oftor ær dyde. Ða cydde mann þam cyninge þet hine mann beswicon wolde, Forleton Ða Ða fyrde Đa rad se æþeling Eadmund to Norðhymbran to Uhtrede eorl, Ða ferdon hi into Staëffordscire & wende him Ða ut þurh Buccingahamscire into Beadafordscire & Ða into Lincolnescire, Đa Uhtred geaxode þis, Ða forlet he his hergunga & beah Ða for nede & Ða æfter þam se cyng Cnut gesætte Yric into Norðhymbran to eorle eallswa Uhtred wæs & com Ða eall se here toforan þam Eastron to scipon, & Ða æfter Eastron wende se cyng Cnut mid eallum his scipum to Lundene weard. Đa gelamp hit þet se cyng Æðelred forðferde ær Ða scipu comon; & Ða æfter his ende ealle Ða witan þe on Lundene wæron & se burhwaru gecuron Eadmund to cynge, Ða hwile þe his tima wæs. Ða comon Ða scipo to Grenawic to þam Gandagum & dulfon Ða ane mycele dic on Ða suðhealfe Đa wæs Eadmund cyng ær þam gewend ut & gerad Ða Westseaxan, & Ða gegaderode he .iii. siðe fyrde & ferde to Lundene & Ða wæs ymbe twa niht þet se cyning gewende ofer æt Brentforda & Ða wið þone here gefeaht & hine aflymde, Đa gewende se here sona to Lundene Se here gewende Ða æfter þam fram Lundene mid heora scipum into Arwan Đa gesomnode Eadmund cyng .iiii. siþe ealle Engla þeode & Eadric ealdormann gewende Ða ðæne cyng ongean æt Ægelesforda; Đa se cyng geaxode þet se here uppe wæs, Ða gesomnode he .v. siðe ealle Engla þeode Đa dyde Eadric ealdormann swa he oftor ær dyde: Đa æfter þisum gefeohte gewende Cnut cing upp mid his here to Gleaweceastrescire, Đa gerædde Eadric ealdormann & Ða witan þe ðær wæron þet Ða cyningas seht namon heom betweenan, & hi gislas sealdon heom betweenan, Se here gewende Ða to scipon mid þam þingum þe hi gefangen hæfdon, Đa to Sanctus Andreas mæssan forðferde se cyng Eadmund & is byrged mid his ealdan fæder Eadgare on & Ða toforan kalendas Augusti het se cyng feccan him Æðelredes lafe þes oðres cynges him to cwene Ricardes dohtor.
pa doubled after long adverbial phrase		
	1017	& se here ferde Ða sum to Denmearcon, & Ða on Eastron wæs mycel gemot on Cynrceastre, Ða geutlagode mann Æðelword ealdorman.
	1018	& man gerædde Ða þet Ælfgifu Hardacnutes modor sæte on Winceastre mid þæs cynges huscarlum hyra suna,
	1019	& heo gesohte Ða Baldewines grið be suðan sæ, & heold Ða hwile þe heo þær wæs.
	1036	Her forðferde Æðelnod [...] & Ða toforan Cristesmæssan Brihteh biscop on Wigraceastrescire [...]; & Ða feng Eadsige biscop to þam arcebiscoprice
	1037	[...] Ða hi gerædden þet man geald .lxii. scipon æt ælcere hamelan .viii. marc.
	1038	healde Ða hwile þe him God unne.
	1039	& man ceas Ða Arnwi munec to abbot, & Ða wæron Eastron on .iii. nonas Aprilis.
	1041	& wende Ða to sumere ut.
	1042	& wendon Ða onbuton Tenet & gewendon him Ða east to Baldewines land
	1043	Đa wiðlæg Harold eorl his broðor Đa wearð hit under þam þet þam cyngre com word þet unnfrið scipa lægen be westan and hergodon. Đa gewende Godwine eorl west onbuton mid þes cynges .ii. scipum Ða scyfte man Harold (scribal error) eorl up þæs cynges scipe þe Harold eorl ær steorde. Ða gewendon hi west to Peuenesea & lægen þær wederfeste. Ða þes binnon .ii. dagum Ða com Swegen eorl þider Ða þes binnon .ii. dagum Ða com Swegen eorl þider Gewendon heom Ða swylce hi woldon to ðam cyngre. Đa amang þam þe hi ridon, Ða bæd Swegen hine þet he sceolde faran mid him to his scipon, Đa amang þam þe hi ridon, Ða bæd Swegen hine þet he sceolde faran mid him to his scipon, Hi gewendon Ða begen þær his scipu lægen. Ða hi þyder comon, Ða bæd Swegen eorl hine þet he sceolde gewendon mid him to scipe. tugon Ða up heora segel & urnon west to Axamuðan & comon Ða his freond & Swegen gewende Ða east to Baldewines lande
pa doubled after long adverbial phrase		
	1044	Đa com se arcebiscop fram Rome ane dæge ær Sanctus Petrus mæsseæfene
pa doubled after long adverbial phrase		

		Ða com Sparhafoc abbot be wege to him mid þæs cynges gewrite & insegle, þa wiðcweð se arcebiscop & cwæð þet se papa hit him forboden hæfde. þa gewende se abbot ongean þone arcebiscop eft to ðam & þær þes biscophades gernde, Ða gewende se abbot to Lundene & com þa Eustatius fram geondan sæ sona æfter þam biscop & spæc wið hine þet þet he þa wolde & gewende þa hamweard. þa he com to Cantwarbyrig east, þa snædde he þær & his menn & to Dofran gewende. Ða he wæs sume mila oððe mare beheonan Dofran, þa dyde he on his byrnan & his geferan ealle & foran to Dofran. þa hi þider comon, þa woldon hi innian hi þær heom sylfan gelicode. þa com an his manna Ða wearð Eustatius uppon his horse & wendon him þa up to þære burge weard Ða sende se cyng æfter eallon his witan þa hæfdon þa welisce menn gewroht ænne castel on Herefordscire Ða com Godwine eorl & Swegen eorl & Harold eorl togædere æt Byferesstane Ða wæron þa wælisce menn ætforan mid þam cyngre Ða gerædden þa witan on ægðer halfe þet man ða ælces yfeles geswac, Ða gerædden þa witan on ægðer halfe þet man ða ælces yfeles geswac, Ða gerædde se cyning & his witan þet ... Ða cwæð man Swegen eorl utlah, þa hi þider ut comon, þa stefnede heom man to gemote. þa gyrnde he griðes & gisla þet he moste unswican into gemote cuman & ut of gemote. Ða gyrnde se cyng ealra þæra þegna þe þa eorlas ær hæfdon, þa sende se cyng eft to heom þa geornde se eorl eft griðes þa wyrnde him mann ðera gisla, & gewende þa Godwine eorl & Swegen eorl to Bosenham & sona þæs þe þis wæs, þa forlet se cyng þa hlæfdian seo wæs gehalgod him to cwene & Sparhafoc abbot wearð ða adrifen ut of þam biscoprice on Lundene, & mann sette þa Oddan to eorle ofer Defenascire
Correlative structure "sona þæs þe / þa"		
þa doubled after long adverbial phrase	1052	Ða gewende Godwine eorl ut fram Brycge mid his scipum to Yseran þa com hit to witenne þam eorlum ut to Sandwic, & hi þa gewendon ut æfter þam oðrum scipum, þa amang þison þa wearð Godwine eorl gewarnod þa amang þison þa wearð Godwine eorl gewarnod & gewende him þa into Pefenesea, & gewende þa Godwine eorl ut agean þet he com eft to Brycge, & gerædde man þa þet þa scipu gewendan eft ongean to Lundene, Ða lengde hit man swa lange þet seo scipfyrd eall belaf Ða geaxode Godwine eorl þet & teah þa up his segl & gewendon heom þa west on an to Wiht & gewendon heom þa westweard oð þet hi comon to Portlande þa wes Harold gewend ut of Yrlande mid nigon scipon & com þa up æt Portlocan, & gewende him þa eastweard to his feder. & gewendon heom þa begen eastweard þet hi comon to Wiht & gewendon heom þa þanon to Pefenesea & gewendon þa east to Dofran & gewendon heom þa to Norðmudan Ða hi to Lundene comon, þa læg se cyng þa sendon þa eorlas to þam cyngre Ða wiðlæg se cyng sume hwile þeah, þa ferde Stigand biscop to mid Godes fultume Ða geaxode Rotberd arcebiscop Ða cwæð mann mycel gemot wiðutan Lundene, & se abbot Leofric godede þa þet mynstre swa þet man hit cleopede þa Gildene Burh; þa wæx hit swiðe on land & on gold & on seolfer.
Correlative structure with state verb rather than action verb -> unusual	1055	& þa bead man ealre witenagemot .vii. nihton ær mid lenctene,
	1061	Ða com þam cyngre word þet se abbot Wulfric forðgefaren wæs, þa geceas he Æðelsige munuc þærto of Ealdon Mynstre folgode þa Stigande arcebiscop & wearð gehalgod to abbot æt Windlesoran on Sanctus Augustinus mæssedæg.
	1064	þa hwile þe he for on heora ærende,
non-successive DM -> add new information	1066 PCA	& þa hwile com Tostig eorl into Humbran mid .lx. scipum. & þa hwile com Willelm eorl upp æt Hestingan on Sancte Michaelles mæssedæg, & ða wæs Leofric abbot of Burh æt þet ilca feord þa wearð Gildene Burh to Wrecce Burh. Ða cusen þa munecas to abbot Brand prouost, & senden him þa to Ædgar æðeling, & se æðeling hit him geatte þa bliþlice. þa þe cyng Willelm geherde þet secgen, þa wearð he swiðe wrað þa eodon gode men heom betweenen & sahtloden heom, Geaf þa þone cyng .xl. marc goldes to sahtnysse, & þa lifede he litte hwile þæræfter buton þry gear.
	1067	þa he ongean com.

	1068	Ða comon þa landes menn togeanes him And Eadgar æðeling com þa mid eallum Norðhymbran to Eoferwic,
	1069	þa betwux þam twam Sancta Marian mæssan comon eastan of Dænmarcun mid .ccc. scipum & þa ferde se eorl Walþeaf ut,
	1070 PCA	þa on þam ilcan geare com Swegn cyng of Denmarcan into Humbran, þa comen into Elig Cristien þa densce biscop þa herdon þa munecas of Burh sægen þet heora agene menn wolden hergon þone mynstre, an frencisce abbot Turolde [...] & wæs cumen þa into Stanforde mid ealle hise frencisce menn. þa wæs þære an cyrcweard Yware wæs gehaten; þa sona on morgen comen ealle þa utlaga mid fela scipe þa lægdon hi fyr þa comen hi þurh fyre in æt Bolhiðe geate, namen þa þe kynehelm of ure Drih\t/nes heafod namen þa þet fotspure þe wæs undernæðen his fote, ferden heom to Elig, betæhtan þær þa ealla þa gærsume. Ða com Turold abbot þa he þider com, þa fand he forbærnd wiðinnan þa wæron þa utlagas ealle on flote, þa hi comen on middewarde þe sæ, þa com an mycel storm & dyden hit eall þa in þone cyrce. Ða syððon þurh heora gemelest & þa munecas comen þa ongean Ða herde Ægelric biscop þet gesecgon, þa amansumede he ealle þa men þa þet yfel dæde hæfden don. Ða wæs mycel hunger þæs geares; & þa þæs sumeres com þet lið norðan of Humbran into Tæmese & com þa Rodbriht eorl
or non-successive DM -> add new information		
Correlative structure "when / then" subordinate : þa+V+S -> very unusual		
non-successive DM -> add new information		
non-successive DM -> add new information		
	1071	þa gewende Morkere eorl to Elig on scipe, & þa þe se cyng Willelm þet geaxode, þa bead he ut scipfyrde & þa utlagan þa ealle on hand eodan,
	1072	& he heafde hit þa hwile þe he wolde
þa doubled after long adverbial phrase		þa æfter þam þe Willelm cyng gewan Englalande, þa nam he hine of Burch & sende \hine/ to Westmynstre, þa æfter þam þe Willelm cyng gewan Englalande, þa nam he hine of Burch & sende \hine/ to Westmynstre,
	1075	þa geaf se cyng his sunu þone eorlðom on Norðfolc & Suðfolc, þa lædde he þet wif to Norðwic: & heo ut ferde þa of Englalande
	1083	& þa wæron þa munecas swiðe aferede of heom, & woldon hig ut dragan, þa ða hig ne dorsten na ut gan.
	1085a	Ða Willelm Englalandes cyng, þe þa wæs sittende on Normandige forðig he ahte ægðer ge Engaland ge Normandige, Ða Willelm Englalandes cyng, þe þa wæs sittende on Normandige forðig he ahte ægðer ge Engaland ge Normandige, Ac þa se cyng geaxode to soðan þet his feond gelætte wæron þa lett he sum þone here faren to heora agene lande, Ða to þam midewintre wæs se cyng on Gleaweceastre mid his witan, Sende þa ofer eall Engaland into ælcere scire his men
	1085b	Ferde þa syððan into Normandige. & Eadgar æpeling Ædwardes mæg cynges beah þa fram him,
	1086	Eala hu earmlice & hu reowlic tid wæs ða , ða ða wreccæ men lægen fordrifene fullneah to deaðe, Swa swa hit wæs þa on ðam dagum he næfde þa ealles landes buton seofon fotmæl, he læg þa oferwrogen mid moldan. & gif he moste þa gyt twa gear libban, Se cyng dyde þa swa his fæder him bebead ær he dead wære:
Correlative structure "as soon as / then"	1087	Sona swa hit com to þam Eastron, þa ferdon hi & woldon þa ðæne port bænnen Ða þe cyng undergeat ealle þas þing þa wearð he on his mode swiðe gedrefed; sende þa æfter englisce mannan ferdon þa toward Hrofeceastre Hi comon þa to þam castele to Tonebricge; þa wæron innan þam castele Oða biscopes cnihtas Syððan heom ateorede mete wiðinnan þam castele, ða gyrndon hi griðas Ealswa se biscop ferde & sceolde agifan þone castel & se cyng sende his men mid him, ða arisan þa men þe wæron innan þam castele Ða se cyng undergeat þas þing, þa ferde he æfter mid þam here þe he ðær hæfde Him com þa mycel folc to, & he for to Hrofeceastre
Correlative structure " <i>Syððan</i> / <i>ða</i> "		
Correlative structure " <i>Ealswa</i> / <i>ða</i> "		
Correlative structure " <i>Syððan</i> / <i>þa</i> "	1090	Se eorl of Normandige Rodbeard syððan he undergeat þet his gesworene men him trucedon & agefon hera castelas him to hearme, þa sende he to his hlaforde Philippe Francena cynges,
	1091	& se cyng him ongean þa Manige behet, & þa fram þam eorle gebogen wæs, & eall þet his fæder þærbegeondan hæfde butan þam þe he þam cynges þa geunnen hæfde; Ða þa se cyng Willelm into Normandige þis gehyrde, þa gearcode he his fare ac þa ða se cyng Melcolm gehyrde þet hine man mid fyrde secean wolde, Ða þa se cyng Willelm mid his fyrde genealehte,

	þa ferdon betwux Rodbeard eorl & Eadgar æðeling, & þa cyngas þa mid mycclum sehte tohwurfon,
1093	þa him gebotad wæs Ða æfter þisson sende se cyng of Scotlande & þa men syððan ongean þe hine mid mycclon wurðscipe to þam cyngre brohtan. Ac þa ða he to þam cyngre com, & forþi hi þa mid mycclon unsehte tohwurfon, & hine þa Rodbeard se eorl of Norðhymbran mid his mannan unwæres besyrede & ofslöh; Ða þa seo gode cwen Margarita þis gehyrde, & ða Scottas þa Dufenal to cyngre gecuron Melcolmes broðer Ða þa Dunecan Melcolmes cynges sunu þis eall gehyrde þus gefaren,
1094	Ða ferde se cyng to Hæstingan to þam Candelmaæssan, & forþam hi þa mid mycelon unsehte tocyrdon. þa sume ihyder to lande sende. Ða sende se cyng hider to lande ac þa hi to sæ coman, þa het hi man cyrran Ac þa ða hi towarðes Ou faran sceoldan þær se cyng wæs,
1095	& þa ofer sæ for to Normandig And þa to Eastran heold se cyng his hired on Winceastre; & þa uppon Eastron on Sancte Ambrosius mæsseniht, Ac þa ða se cyng geseah þet he hine gewinnan ne mihte, þa het he makian ænne castel toforan Bebbaburh Ða sona æfter þam þe se cyng wæs suð afaren, feorde se eorl anre nihte ut of Bebbaburh towarðes Tinemuðan, & se cyng þa hamweard gewende, Ða þa se cyng ongean com, þa het he niman þone eorl Rotbeard of Norðhymbran & to Bæbbaburh lædan Ðurh þis wearð se castel þa agyfen, & Moreal wearð þa on þes cynges hirede, þa se cyng sume ær þære tide het on hæftneðe gebringan;
1096	swa swa hi þa sehte wæron.
1097	& þa togeanes Eastron hider to lande for, Ac þa ða se cyng geseah þet he nan þingc his willes þær geforðian ne mihte, Ða uppon Sancte Michaelæs mæssan .iiii. nonas Octobris ætywde an selcuð steorra on æfen scynende & sona to setle gangende ac þa hwile þe he wederes abad, þa man oððe tilian sceolde oððe eft tilða gegaderian
1100	Ða toforan Sancte Michaelæs mæssan com se arcebiscep Ansealm of Cant warbyrig
1101	þa sona þæræfter wurdon þa heafodmen her on lande wiðerræden togeanes þam cyngre, Ða to middesumeran ferde se cyng ut to Pefenesæ & þis þa mid aðe gefestnodan .xii. þa hihste of ægðre healfe. þa hwile þe se eorl her on lande wunode.
1102	ac þa he hine swa hraðe gewinnan ne mihte, Ða þæræfter to Sancte Michaelæs mæssan wæs se cyng æt Wæstmynstre
1103	þa to þan Eastran heold se cyng his hired on Winceastre;
1105	And þa toforan Cristesmessan com Rotbert de Bælesme hider to lande to þam cyngre. & þa hwile þe he þær wæs & eft syððan he ongean com.
1106	Ða heræfter onforan længtene wæs se cyng æt Norðhamtune,
1108	þa hwile þe he on Normandig wunode.
1114	þa hwile þa sende he his writ æfter þone abbot Ernulf of Burh Ða he to him com, þa neodde he him to þam biscoprice of Hrofeceastre, & se cyng þa bebead þone arcebiscep þet he sceolde him læden to Cantwarabyrig Ða þe munecas of Burch hit herdon sægen, þa wæron hi swa sari swa hi næfre ær ne wæron, þa hwile þe he þær wunode. Ða sona þæræfter þa geaf se cyng þone abbotrice an munec of Sæis, Iohan wæs gehaten, Ða sona þæræfter þa geaf se cyng þone abbotrice an munec of Sæis, Iohan wæs gehaten,
1115	mid forste swa nan man þe þa lifode ær þan nan strengre ne gemunde,
1117	& þa to ðan sumeran com se cyng of France
1118	Eac on þison geare to Sancte Thomas mæsse wæs swa swiðe ungemetlice mycel wind þet nan man þe þa lifode nænne maran ne gemunde,
1122	þa hwile þe þa munecas sungean þære messe, þa com se fir on ufenweard þone stepel & se fir weax na þa ma up to þe heouene.
1123	þa tidde hit on an Wodnesdei, þa aseh dune se biscop of Lincolne & wearð þa sone dead, Ða sone þæræfter sende se kyng hise write ofer eal Englalande Ða hi wæran þær gegaderod, þa bed se kyng heom þæt hi scoldon cesen hem ærcebiscep to Cantwarabyrig Ða spræcon ða biscopas hem betwenan Ða cusen hi an clerc, Willelm of Curboil wæs gehaten, Ða ferde se ærcebiscep sone þæræfter to Cantwarabyrig Ða sone in þe lenten ferde se ærcebiscep to Rome æfter his pallium, Ða com se ærcebiscep of Cantwarabyrig & sende him ham ða mid his bletsunge. Ða hwile þet se ærcebiscep wæs ut of lande, Ða sone þæræfter ferde se kyng to Winceastre & þa hwile þet he þær wæs, þa geaf he þone biscoprice of Lincolne an clerc Alexander wæs gehaten, Ða ferde se kyng þenen to Portesmuðe

Correlative structure "Siððon / ða"

Correlative structure "before / then"

	þa sone swa he hæfde wind swa ferde he ofer into Normandie Ða wæs se kyng eall þes geares in Normandie, & weax þa micel unfrið betwux him
1124	þa gelamp hit on þes dæges Annuntiatio Sanct0 Marie þet se eorl Waleram of Mellant ferde fram his an castel Belmunt het to his an oðer castel Watteuile; þa comen hem togeanes þes kinges cnihtes of ealla þa casteles ða þærabuton wæron Ða siððon ferde se king & wan ealle þes eorles casteles Waleram þa wæron on Normandi þet wæron on þa litle hwile ealles feower & feowerti manne,
1125	þa hi ðider coman, ða nam man an & an & benam ælc ðone riht hand & þa stanes beneðan.
1126	þa com he to þis lande betwux Natiuitas Sancte Marie & Michaelles messe; & þa æfter Michaelles messe com se Scotte kyng Dauid of Scotlande hider to lande,
1127	Siððen þa nam he þes kynges wifes3 swuster of France to wife, þa geaf se eorl him þone abbotrice of Sancte Iohannis minstre of Angeli. Siððon þurh his micle wrences ða beiæt he þone ærcebiscoprice of Besencun & hæfde hit þa on hande þre dagas; þa forlæs he þet mid rihte, Siððon þa beiet he þone biscoprice of Seintes, þa bepohte he him þet gif he mihte ben rotfest on Engleland þet he mihte habben eal his wille; besohte þa ðone kyng & iærnde þa þurh him & ðurh ealle his freond namcuðlice þone abbotrice of Burhc, þa son þæræfter þa sægon & herdon fela men feole huntas hunten: ... þa son þæræfter þa sægon & herdon fela men feole huntas hunten: ...
1128	& he wearð þa dæd & þa for mid him & æfter him swa micel folc swa næfre ær ne dide siððon þet se firste fare was on Urbanes dæi pape, þeah hit litel behelde. þa hi þider comen, ða ne was hit noht buton læsunge.
1129	Siððon þa com se kyng to Engalaland innon heruest, & wurðon þa alswa gode freond swa hi wæron æror feond. Ða sone be þes kynges ræd & be his leue sende se ærcebiscop Willelm of Cantwarbyrig ofer eall Engalaland þa hi ðider comen, þa began þet mot on Monendæg þa hit eall com forð, þa weorð hit eall of earcedæcnes wifes & of preostas wifes þis bebæd se ærcebiscop Willelm of Cantwarabyrig & ealle þa leodbiscespes ða þa wæron on Engalande. Ær he wære wel ded, þa wære þær coren twa papas.
1131	þa scyrte ða flescmete & se ceose & se butere. þa his wille beð! þa ferde he into Clunni, þa ne cuþe he him na betre bote bute behet hem
1132	þa com Henri abbot þa wiste þe king ðat he feorde mid suicdom. þa he nammor ne mihte, þa uuolde he ðat his nefe sculde ben abbot in Burch,
1135	& ðat oþer dei þa he lai an slep in scip, þa þestrede þe dæi ouer al landes, þa þestre sona þas landes, þa namen his sune & his frend & brohten his lic to Engleland & bebiriend in Redinge. þa tocan þa oðre & helden her castles agenes him, þa, þohuuethere þat, here sandes feorden betwux heom,
1137	þa þe king Stephne to Engalaland com, þa macod he his gadering æt Oxeneford, þa the suikes undergæton ðat he milde man was & softe & god & na iustise ne dide, þa diden hi alle wunder. þa þe castles uuaren maked, þa fyl登 hi mid deoules & yuele men. þa namen hi þa men þe hi wenden ðat ani god hefden, bathe be nihtes & be dæies, carlmen & wimmen, & diden heom in prisun þa þe uurecce men ne hadden nammore to gyuen, þa ræueden hi & brendon alle the tunes, þa was corn dære
1140	(þerefter in þe lengten þestrede þe sunne & te dæi abuton nontid dæies) þa men eten, þa was al Engleland styred mar þan ær wæs, þa hi þærinne wæren, þa com þe kinges cuen mid al hire strengthe þa hi ne leng ne muhten þolen, þa stali hi ut & flugen; þa feorden þe wise men betwux þe kinges freond þa was Engleland suythe todeled: for þa þe king was in prisun, þa wenden þe eorles & te rice men þat he neure mare sculde cumen ut, þa þe king was ute, þa herde ðat sægen & toc his feord & besæt hire in þe tur. þa ferde Eustace þe kinges sune to France & nam þe kinges suster of France to wife; þa ferde he mid micel færd into Engleland & wan castles, þa was þe eorl underfangen æt Wincestre þa was þe king strengere þanne he æuert her was,
1154	þa þe king was ded, þa was þe eorl beionde sæ, þa he to Engleland com,

Correlative structure " <i>þat ilce dæi þat / þa</i> "		þa was he underfangen mid micel wurtscipe
		þat ilce dæi þat Martin abbot of Burch sculde þider faren, þa sæclede he & ward ded .iiii. nonas Ianuarii.

Annexe 4

Tableau 1 - Projet de séquence 1

Place de la séquence dans la progression	
Séquence 5 – Mars à Mai	Terminale LLCE B2/C1

Problématique et tâches de la séquence
Problématique : Dans quelle mesure la figure du Viking a-t-elle laissé un héritage ambivalent dans la Grande-Bretagne d’aujourd’hui ? <i>To what extent did the figure of the Viking leave an ambivalent legacy in modern Britain ?</i> Tâche Finale (TF) : créer un <i>escape game</i> à partir des notions vues en cours sur le thème des Vikings Tâche Intermédiaire 1 (TI1) : élaborer les règles du jeu de l’<i>escape game</i> en fonction desquelles les questions du jeu seront élaborées Tâche Intermédiaire 2 (TI2) : créer un quizz à partir des notions du cours Micro-tâches : 1. Découvrir les vikings d’un point de vue historique et culturel 2. Découvrir le côté violent des Vikings 3. Découvrir les vikings en héros 4. Maîtriser les subordonnées de temps en WHEN, et les connecteurs logiques du discours

Étapes de la séquence
Les Traces Écrites (TE) et certaines corrections d’exercices ou de devoirs à la maison pourront faire l’objet ou non d’une évaluation des compétences orales des élèves. Étape 1 : Who are the Vikings (documents 0, 1, 2, 3) Document 0 – vidéo : extrait vidéo d’une interview en vieil anglais Objectifs : - Introduire le sujet de la (l’Angleterre à l’époque des Vikings) de manière ludique. - Sensibiliser à l’existence de la langue ancêtre de l’anglais contemporain. Document 1 – photographie : Vikings courant sur une plage Objectifs : - Représentation des Viking, mythes et réalités - Étoffement du lexique - Réseau lexical de l’apparence physique, du “costume” Viking - Expression Orale (EO) C1 : donner des informations précises sur un sujet complexe - Établir une carte-mentale sur la représentation des Vikings qu’ont les élèves.

Document 2 – texte : *When the Vikings met the Anglo-Saxons*

Objectifs :

- Raisons des migrations des Vikings
- Début d'approche sur les origines de la langue anglaise
- Compréhension de l'Écrit (CE) B1 : peut lire des textes factuels directs sur des sujets relatifs à son domaine et à ses intérêts avec un niveau satisfaisant de compréhension

Document 3 – texte : extrait de *The Anglo-Saxon Chronicle* - raid on Lindisfarne in 793

Objectifs :

- Introduction au vieil anglais par des tâches de repérages guidés

Étape 2 : The Vikings are coming (documents 4, 5, 6)

Document 4 – vidéo : bande-annonce de la saison 1 de la série *Vikings*

Objectifs :

- Faire découvrir la série Vikings,
- Faire découvrir les modes de vie Vikings.
- Compréhension de l'Oral (CO) B2 Peut comprendre une langue orale standard, sur des sujets familiers ou non.
- Faire comprendre les motivations des violences Vikings.

Document 5 – texte : extrait de la version traduite en anglais contemporain de *The Anglo-Saxon Chronicle* – Raid on Lindisfarne

Objectifs :

- Invasion Viking à Lindisfarne en 793
- CE C1 : Lire pour s'informer : Peut comprendre dans le détail une gamme étendue de textes que l'on peut rencontrer dans la vie sociale, professionnelle ou universitaire et identifier des points de détail fins, y compris les attitudes, que les opinions soient exposées ou implicites.

TI1 : Établir les règles de l'*escape game*

Support : fiche de guidage

Document 6 – texte : *We will not surrender*

Objectifs :

- Faire connaître un pan de la littérature fiction sur le thème des Viking
- CE C1 : Peut comprendre dans le détail des textes longs et complexes, qu'ils se rapportent ou non à son domaine, à condition de pouvoir relire les parties difficiles.

TI2 : Réalisation d'un quizz sur les Vikings

Support : fiche de guidage Doc TI2

Étape 3 : The Viking heroes

Document 7 – vidéo : vidéo promotionnelle pour le festival *Up Helly Aa*

Objectifs :

- Le festival Up Helly Aa
- L'accent écossais
- CO C1 Peut suivre une intervention d'une certaine longueur sur des sujets abstraits ou complexes même hors de son domaine mais peut avoir besoin de faire confirmer quelques détails, notamment si l'accent n'est pas familier. Peut comprendre une gamme étendue de matériel enregistré ou radiodiffusé, y compris en langue non standard et identifier des détails fins incluant l'implicite des attitudes et des relations des interlocuteurs.

TF : Réalisation d'un *escape game* sur le thème des Vikings
support : fiche de guidage

I. Entrée Culturelle

Les origines Vikings dans la culture anglo-saxonne (de l'attaque à Lindisfarne en 793 à la bataille d'Hastings en 1066)

II. Compétence communicative

Composante linguistique	Objectif grammatical	Maîtriser les connecteurs logiques et les subordonnées en « when »
	Objectif lexical	Champs sémantiques des vikings, de la guerre, des festivals
	Objectif phonologique	Accent écossais
Composante pragmatique	Créer un jeu ludopédagogique de type <i>escape game</i>	
Composante socio-linguistique	Utilisation réfléchie des subtilités de la langue à des fins ludopédagogique dans un <i>escape game</i> .	

III. Projet d'évaluation

Évaluation diagnostique	Évaluation de l'étendue des connaissances préalables à l'étude du chapitre sur le sujet des Viking : à l'aide du document 1 (nuage de mot par les élèves) Évaluations orales : vérification de la bonne mémorisation des points de cours au fil de la séquence.
Évaluation formative	Évaluation des tâches intermédiaires
Évaluation sommative	Évaluation de la tâche de fin de projet

Annexe 5

Tableau 2 - Projet de séquence 2

Place de la séquence dans la progression	
Séquence 5 – Mars à Mai	Terminale LLCE B2/C1

Problématique et tâches de la séquence
Problématique : Dans quelle mesure la figure du Viking a-t-elle laissé un héritage ambivalent dans la Grande-Bretagne d’aujourd’hui ? <i>To what extent did the figure of the Viking leave an ambivalent legacy in modern Britain ?</i> Tâche Finale (TF) : Tâche Intermédiaire (TI) : Micro-tâches : 1. Découvrir les vikings d’un point de vue historique et culturel 2. Découvrir le côté violent des Vikings 3. Maîtriser les temps de la narration au passé

Étapes de la séquence
Les Traces Écrites (TE) et certaines corrections d’exercices ou de devoirs à la maison pourront faire l’objet ou non d’une évaluation des compétences orales des élèves. Étape 1 : Who are the Vikings Document 1 – vidéo : extrait vidéo d’une interview en vieil anglais Objectifs : - Introduire le sujet de la (l’Angleterre à l’époque des Vikings) de manière ludique. - Sensibiliser à l’existence de la langue ancêtre de l’anglais contemporain. Document 2 – photographie : Vikings courant sur une plage Objectifs : - Représentation des Viking, mythes et réalités - Étoffement du lexique - Réseau lexical de l’apparence physique, du “costume” Viking - Expression Orale (EO) C1 : donner des informations précises sur un sujet complexe - Établir une carte-mentale sur la représentation des Vikings qu’ont les élèves. Document 3 – texte : <i>When the Vikings met the Anglo-Saxons</i> Objectifs : - Raisons des migrations des Vikings - Début d’approche sur les origines de la langue anglaise - Compréhension de l’Écrit (CE) B1 : peut lire des textes factuels directs sur des sujets relatifs à son domaine et à ses intérêts avec un niveau satisfaisant de compréhension

Étape 2 : The Vikings are coming

Document 4 – vidéo : extrait de l'épisode 2 de la saison 1 de la série *Vikings*

Objectifs :

- Faire découvrir la série *Vikings*
- Compréhension de l'Oral (CO) B2 Peut comprendre une langue orale standard, sur des sujets familiers ou non.
- Faire comprendre les motivations des violences Vikings.

Document 5 – texte : extrait de la version traduite en anglais contemporain de *The Anglo-Saxon Chronicle* – Raid on Lindisfarne

Objectifs :

- Invasion Viking à Lindisfarne en 793
- CE C1 : Lire pour s'informer : Peut comprendre dans le détail une gamme étendue de textes que l'on peut rencontrer dans la vie sociale, professionnelle ou universitaire et identifier des points de détail fins, y compris les attitudes, que les opinions soient exposées ou implicites.

TI1 : Établir les règles de l'*escape game*

Support : fiche de guidage

Document 6 – texte : *We will not surrender*

Objectifs :

- Faire connaître un pan de la littérature fiction sur le thème des Viking
- CE C1 : Peut comprendre dans le détail des textes longs et complexes, qu'ils se rapportent ou non à son domaine, à condition de pouvoir relire les parties difficiles.

TI2 : Réalisation d'un quizz sur les Vikings

Support : fiche de guidage Doc TI2

Étape 3 : The Viking heroes

Document 7 – vidéo : vidéo promotionnelle pour le festival *Up Helly Aa*

Objectifs :

- Le festival Up Helly Aa
- L'accent écossais
- CO C1 Peut suivre une intervention d'une certaine longueur sur des sujets abstraits ou complexes même hors de son domaine mais peut avoir besoin de faire confirmer quelques détails, notamment si l'accent n'est pas familier. Peut comprendre une gamme étendue de matériel enregistré ou radiodiffusé, y compris en langue non standard et identifier des détails fins incluant l'implicite des attitudes et des relations des interlocuteurs.

TF : Réalisation d'un *escape game* sur le thème des Vikings
support : fiche de guidage

IV. Entrée Culturelle

Les origines Vikings dans la culture anglo-saxonne (de l'attaque à Lindisfarne en 793 à la bataille d'Hastings en 1066)

V. Compétence communicative

Composante linguistique	Objectif grammatical	Maîtriser les connecteurs logiques et les subordonnées en « when »
	Objectif lexical	Champs sémantiques des vikings, de la guerre, des festivals
	Objectif phonologique	Accent écossais
Composante pragmatique	Créer un jeu ludopédagogique de type <i>escape game</i>	
Composante socio-linguistique	Utilisation réfléchie des subtilités de la langue à des fins ludopédagogique dans un <i>escape game</i> .	

VI. Projet d'évaluation

Évaluation diagnostique	Évaluation de l'étendue des connaissances préalables à l'étude du chapitre sur le sujet des Viking : à l'aide du document 1 (nuage de mot par les élèves) Évaluations orales : vérification de la bonne mémorisation des points de cours au fil de la séquence.
Évaluation formative	Évaluation des tâches intermédiaires
Évaluation sommative	Évaluation de la tâche de fin de projet

Annexe 6 – Document 1



Lien vers la vidéo :



Annexe 7 – Document 2



Annexe 8 – Document 3

I/ Discover the Vikings

Doc 3. Who were the Vikings ?



Who were the Vikings ?

The Vikings were the people who lived from the 8th century to the 11th century in Scandinavia. They came from what today is Denmark, Norway, and Sweden. During the Viking Age, they sailed around most of Europe, raiding, trading, and spreading their influence.

Raiding, trading, and searching for new and fertile land to settle on was probably the three most important reasons they had before they decided to jump into one of their longships and set sail.

The Vikings loved to sail and explore so much, that they would eventually discover new lands such as the Faroe Islands, Iceland, and Greenland. They would, in fact, even sail so far west as to the coast of Canada, and what today is known as Newfoundland.

When the Vikings were not sailing around and searching for new and fertile land, they loved to trade. And the Vikings traded with all sorts of things on their expeditions, such as jewellery, tools, and fur. But it was probably slaves that were one of their best-selling goods.

What language did they speak?

The Vikings did not speak Danish, Norwegian, or Swedish, they spoke a language which is called Old Norse. And because the Vikings loved to travel and meet new people, their language slowly spread into other societies. In fact, Old Norse was one of the most spoken languages across Europe in the 10th century. [...]

What is a Viking ?

A typical Viking was much more than just someone who went on raids for riches, fame, and women. There were, of course, some Vikings who did nothing else than to fight and serve their Jarl or King, but that was more the exception than it was the norm.

Most of the Vikings were actually just ordinary people who minded their own business and spent their days taking care of their farm and family. The Viking society was split into four social classes which consisted of, slaves, Karls, Jarls, and Royals.

Within this Viking social hierarchy, the majority of the Vikings were part of the social class called Karls, which were the working class within their society. These people had ordinary jobs such as farmers, fishermen, smiths,

and merchants, but the overwhelming majority of them were farmers. In fact, it is estimated that 90% of the society in Scandinavia were farmers in the Viking age.

Did all Vikings raid?

A typical farmer did not have the time nor the necessary fighting experience to participate in these raids. Taking part in these raids was also very time-consuming because raids would often last many months and in some cases even years.

Most of the people within the Viking society would most likely have stayed at home their whole life, and some of them may never have left their local area.

While it was mostly the farmers who went on raids, it was the Jarls who paid for the expedition and provided the ships to sail across the sea.

The Jarls were what we today call the upper-class, and they had a lot more resources at their disposal than a farmer. This also meant that they had some of the best fighting equipment available, and some of them even had a sword, which was a very rare weapon in the Viking age.

The farmers and the other Karls who would go on these raids could only dream about getting their hands on a weapon like a sword, and they had to be satisfied with their own common weapons, such as axes, spears, and shields. [...]

When did the Viking age begin and end?

The beginning of the Viking age is considered to begin in the 8th century, or to be more precise, it started on June 8, 793 when the Vikings attacked the monastery on the Holy Island of Lindisfarne. This raid has been described by the monks to have been a very devastating attack, that not only shocked the Church but sent shock waves throughout western Europe, all the way down to the pope in Rome. The Vikings were merciless, and not only did they plunder all the riches from the monastery, but they also killed most of the monks. [...]

Just like the Viking age was born in blood on the British Isles, it would also end in the same way. Only 273 years after the attack on the Monastery of Lindisfarne, there were two huge and important battles, that would decide the fate of the British people.

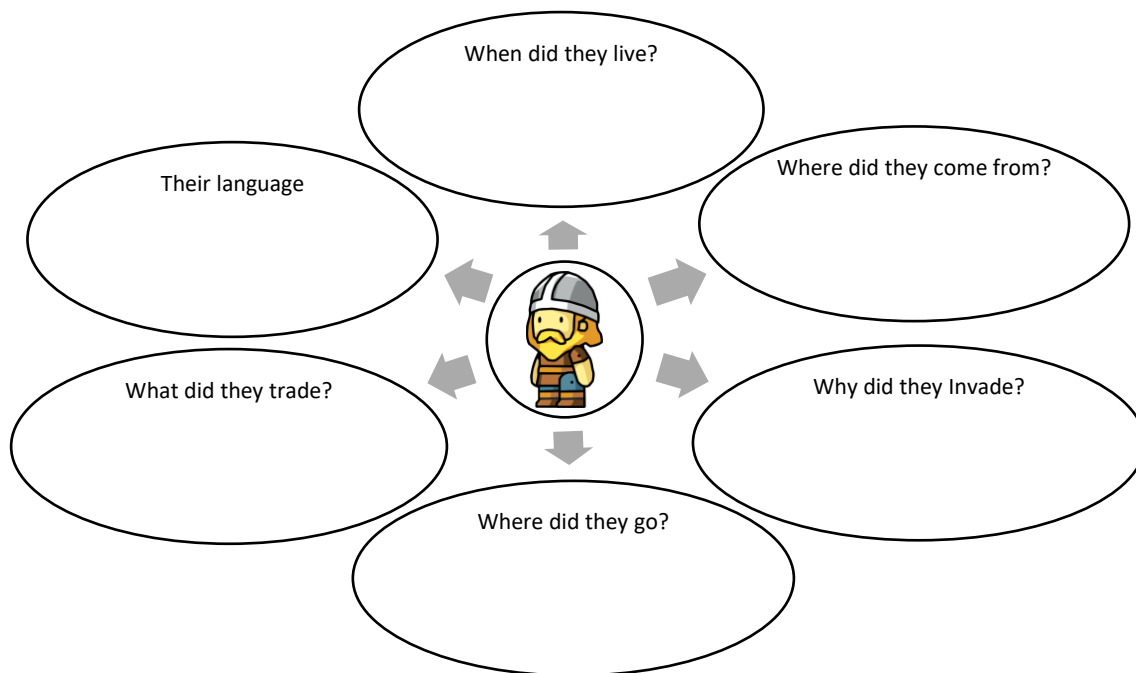
The first major battle took place on the 25 of September in 1066 at Stamford Bridge [...]. The English outsmarted the Vikings and Harald Hardrada, the king of Norway, was killed [...]. Later the same year, the descendants of the Vikings who had settled in Normandy, crossed the English Channel and attacked and defeated the English army on the 14th of October at the battle

of Hastings. The Normans completely wiped out the English army and conquered all of England. The battle of Hastings is when according to the historians, marks the end of the Viking age.

Adapted from skjalden.com

Read the text and find the elements to answer the following questions

1) Who were the Vikings ?



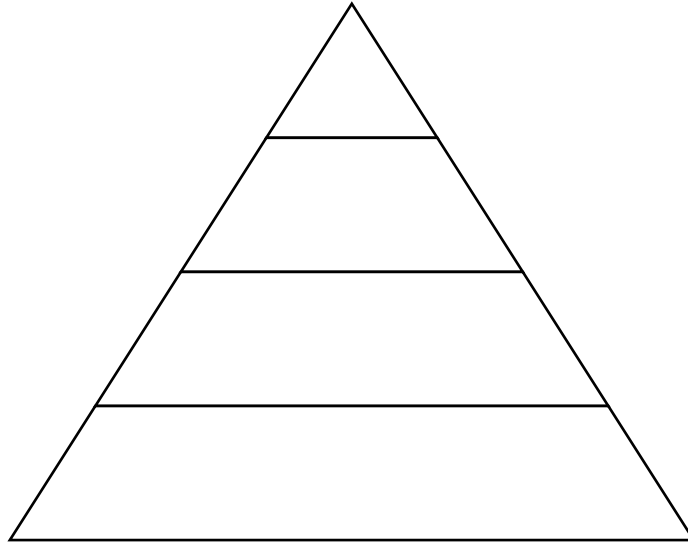
2) What was the norm in terms of behaviour for the Vikings?

.....

3) What was the most performed occupation in Viking times?

.....

- 4) Find elements to complete the Viking social pyramid (social class and occupation)



- 5) Raiding

a) What were the drawbacks of raiding?

.....

.....

b) Did all Vikings raid?

.....

.....

c) Who paid for the raids ? Why?

.....

.....

d) What weapons did the Vikings have at their disposal?

.....

.....

- 6) Place the important events (date and name) of the Viking period on the timeline and describe them briefly.



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Annexe 9 – Document 4



Lien vers la vidéo :



Annexe 10 – Document 4 – fiche de travail

II / The Vikings in England

Doc 4. Arrival on Lindisfarne (*Vikings*, season 1, episode 2)

Ragnar Lothbork is convinced that raids to the West are worthwhile and possible, but is reprimanded by his ruler, Earl Haraldson, who continues to order raids into the Baltics. After gathering volunteers, Ragnar and his friends embark on an unauthorized raid to the west.

Watch the video and answer the following questions

1) Pick out elements which indicate the setting of the scene

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.....

.....

2) Describe how the raid is taking place

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3) Describe how the image of the Vikings is conveyed

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Annexe 11 – Document 5

II/ The Vikings in England

Doc 5. The Viking Raid on Lindisfarne

Read the following two documents and answer the questions below

Holy Island

The Viking raid on the island of Lindisfarne, just off the Northumbrian coast, was not the first in England. A few years before, in 789, 'three ships of northmen' had landed on the coast of Wessex, and killed the king's reeve who had been sent to bring the strangers to the West Saxon court.

But the assault on Lindisfarne was different because it attacked the sacred heart of the Northumbrian kingdom, desecrating 'the very place where the Christian religion began in our nation,' Cuthbert said. It was where Cuthbert (d. 687) had been bishop, and where his body was now revered as that of a saint.

News of the raid quickly reached Alcuin, a Northumbrian scholar living far away in the Frankish kingdom, where he was tutor to the children of the renowned King Charlemagne. Alcuin was aghast at this unprecedented atrocity. As he wrote to Higbald, bishop of Lindisfarne, 'a place more sacred than any in Britain': "The church of St Cuthbert is spattered with the blood of the priests of God, stripped of all its furnishing, exposed to the plundering of pagans."

A Vengeful God ?

Alcuin was particularly worried about why God 'and so great a company of saints' had allowed this most holy of places to suffer.

He advised Higbald to examine his conscience to see if there was any reason why God might have allowed such a terrible disaster to happen. 'Is this the outcome of the sins of those who live there?' he asked. 'It has not happened by chance, but is the sign of some great guilt.' He wondered, too, whether the ransacking of a Christian church by non-believers would lead to 'greater suffering'. Was Alcuin perhaps implying that he thought he knew why God's wrath had been visited upon Northumbria?

AÑ. DCCXCIII. In this year dire portents¹ appeared over Northumbria and sorely frightened the people. They consisted of immense whirlwinds and flashes of lightning, and fiery dragons were seen flying in the air. A great famine immediately followed those signs, and a little after that in the same year, on 8 June, the ravages of heathen men miserably destroyed God's church on Lindisfarne, with plunder and slaughter.

Translated from *The Anglo-Saxon Chronicle*

¹ dire portents : *mauvais présages*

The Anglo-Saxon chroniclers suggest that he did perhaps have recent sordid events in mind. On 23 September 788, the nobleman Sicga had led a group of conspirators who murdered King Ælfwald of Northumbria. Another chronicle records that in February 793 Sicga had 'perished by his own hand'. But on 23 April his body was carried to the island of Lindisfarne for burial.

So a man who was both a regicide and had committed suicide had been buried there just six weeks before the Viking pirates struck. Was this the 'great guilt' Alcuin referred to? Clearly he thought that the pagan raids were an act of holy vengeance on a sinful people.

Greater Suffering

Whatever it was that had brought about the raid on Lindisfarne, it was certainly only the beginning of 'greater suffering'. Viking raids increased in frequency around the coast of Britain, Ireland and Francia. By 850 foreign armies were overwintering in England, and by 870 the Danish conquest of the northern, midland and eastern Anglo-Saxon kingdoms had begun.

But despite the ferocity of the attack at Lindisfarne, a Christian community survived there. The cult of St Cuthbert became the greatest in the North, moving first to Norham, then in 883 to Chester-le-Street, and thence to Durham in 995.

Christian continuity at Lindisfarne is shown by the religious sculpture made there in the 9th and 10th centuries. This includes the Domesday stone, which vividly depicts on one side a troop of seven uniformed warriors brandishing Viking-style battle-axes and swords. On the other side is a symbolic depiction of Domesday, when – so Christians believe – Christ comes again to sit in judgement on the sins of men.

By Joanna Story, www.english-heritage.org.uk

Read the texts and answer the following questions :

- 1) Use the following phonetic writings to identify the people and places mentioned in the texts. Explain who these people were

/ 'kʌθbət/ :

/ 'ælkjuɪn/ :

.....

/ 'ʃɑ:lə meɪn/ :

/ 'hɪgbɔld/ :

/ 'sɪkə/ :

/'ælfwold/:
 /'lɪndɪsfɑ:n/: /'frænsɪə/:
 /nɔ:'θʌmbri:ə/: /'nɔ:həm/:
 /'wesɪks/: /'tʃɛstələstri:t/:
 /'brɪtɪn/: /'dʌrəm/:
 /'aɪələnd/:

2) What triggering historical event is related in the following documents ? When did it happen ?

.....

3) Pick out the metaphor used to represent the Vikings' coming.

.....

4) Explain in what ways the raid particularly affected people

.....

5) Explain Alcuin's hypothesis for the reason why the raid happened.

.....

6) What about the aftermath of this event

.....

7) Pick out the different remaining religious aspects.

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8) Pick out two elements stating where the information about the event comes from.

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Annexe 12 – Document 6

II / The Vikings in England**Doc 6. Ken Follett, *The Evening And The Morning*, Chapter 1**

Combe, a seaside town in England. The year is 997, a week before Midsummer Day. Edgar, a young boat-builder decides to run away with Sunni, the woman he loves, in the middle of the night. He takes one of his boats to cross the bay and reach his lover's house. On the beach, while Edgar waits for her to join him, he sees something strange on the water.

A moment later he realized he was looking at something even worse than a monster: it was a Viking ship, with a dragon head at the tip of its long, curved prow.

Another came into view, then a third, then a fourth. Their sails were taut with the quickening southwesterly breeze, and the light vessels were moving fast through the waves. Edgar sprang to his feet.

The Vikings were thieves, rapists, and murderers. They attacked along the coast and up rivers. They set fire to towns, stole everything they could carry, and murdered everyone except young men and women, whom they captured to sell as slaves.

Edgar hesitated a moment longer.

He could see ten ships now. That meant at least five hundred Vikings. [...]

After a minute he stopped and looked out at the bay. He was horrified to see how fast the Vikings had moved. There were already blazing torches approaching swiftly, some reflected in the shifting sea, others evidently being carried across the sand. They were landing already!

But they were silent. He could still hear the monks praying, all oblivious to their fate. He should warn them, too. But he could not warn everyone!

Or perhaps he could. Looking at the tower of the monks' church silhouetted against the lightening sky, he saw a way to warn Sunni, his family, the monks, and the whole town.

He swerved toward the monastery. A low fence loomed up out of the dark and he leaped over it without slowing his pace. Landing on the far side, he stumbled, regained his balance, and ran on.

He came to the church door and glanced back. The monastery was on a slight rise, and he could view the whole town and the bay. Hundreds of Vikings were splashing through the shallows onto the beach and into the town. He saw the crisp, summer-dry straw of a thatched roof burst into flames; then another, and another. He knew all the houses in town and their owners, but in the dim light he could not figure out which was which, and he wondered grimly whether his own home was alight.

He threw open the church door. The nave was lit by restless candlelight. The monks' chant became ragged as some of them saw him running to the base of the tower. He saw the dangling rope, seized it, and pulled down. To his dismay, the bell made no sound.

One of the monks broke away from the group and strode toward him. The shaved top of his head was surrounded by white curls, and Edgar recognized Prior Ulfric. "Get out of here, you foolish boy," the prior said indignantly.

Edgar could hardly trouble himself with explanations. "I have to ring the bell!" he said frantically. "What's wrong with it?"

The service had broken down and all the monks were now watching. A second man approached: the kitchener, Maerwynn, a younger man, not as pompous as Ulfric. "What's going on, Edgar?" he asked.

"The Vikings are here!" Edgar cried. He pulled again at the rope. He had never before tried to ring a church bell, and its weight surprised him.

"Oh, no!" cried Prior Ulfric. His expression changed from censorious to scared. "God spare us!"

Maerwynn said: "Are you sure, Edgar?"

"I saw them from the beach!"

Maerwynn ran to the door and looked out. He came back white-faced. "It's true," he said.

Ulfric screamed: "Run, everyone!" [...]

Ken Follett, *The Evening and the Morning* (2020)

Read the text and answer the following questions.

- 1) Identify the setting of the scene. (Where? When? Who?)

.....

- 2) Put the following elements back in order to create a summary of the scene you have just read.

- a. Edgar decides to go to the monastery above the village to ring the bell and warn everyone of the Vikings' arrival.
- b. One of the monks goes outside and confirms what Edgar was saying.
- c. He estimates 500 Vikings are about to invade his village and he is horrified at how fast they are moving.
- d. Edgar sees ten Viking ships arriving on shore one by one and landing.
- e. The monks are panicked and they all start running.
- f. The monks who were praying are ignorant of the danger and think Edgar is foolish.

Annexe 13 – Webquest

III / The Viking Heritage**Doc 7. Webquest****Your mission :**

Gather additional information on Lindisfarne, its location, its priory, its history, and what has been found through the archaeological work done around the priory.

Be thorough as you will need these pieces of information for the final task !

Resources

-  Information on the Holy Island of Lindisfarne:
<https://www.visitnorthumberland.com/explore/destinations/islands/holy-island>
-  How to get to the island :
<https://www.historic-uk.com/HistoryMagazine/DestinationsUK/Lindisfarne/>
-  History of the Priory of Lindisfarne :
<https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/>
-  Archaeological digs :
- <https://digventures.com/watch/why-we-dig/s2/ep4/>
- <https://digventures.com/projects/lindisfarne/articles/>
-  Museum collection
<https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/collection/>

Part 1 : The Island

1. Find a precise location of the Island

.....

2. How do people access the island. Why do they need to be careful?

.....

3. What can you do on the Island ? Find at least 2 elements

.....

Part 2 : The history of the Priory

1. When was the first monastery founded? By Whom?

.....

.....

2. Cuthbert

- a. Who was Cuthbert ? Why is he connected with Lindisfarne?

.....

.....

.....

- b. What happened to him ?

.....

.....

.....

3. How did the priory come to become a ruin ?

.....

.....

.....

Part 3 : Archaeological digs

1. Start the video at 4:54. Explain what the archaeologists have found (2 elements)

.....

.....

2. Look through the DigVentures articles and find 3 artefacts from Lindisfarne (Be careful to verify the location of the findings)

.....

.....

3. Visit the Lindisfarne Priory Museum's website and pick out 3 items you would like to feature in a presentation leaflet

.....

.....

.....

.....

Annexe 14 – Fiche de présentation de la séquence

SEQUENCE 5

VIKING HERITAGE



Thématique : VOYAGES, TERRITOIRES ET FRONTIÈRES

Axe : ANCRAGE ET HÉRITAGE, MIGRATION ET EXIL

Problématique : To what extent have the Vikings left an ambiguous legacy in Britain ?

Lesson Plan :

I / Discover the Vikings

II / The Vikings in England

III / The Viking heritage

Tâche intermédiaire :

Invent a Viking raid or battle and describe it as vividly as possible. Use the vocabulary given in class. (120 to 150 words)

Tâche finale :

On the Holy Island of Lindisfarne, the Priory Museum is about to reopen after a year of refurbishment. You are an intern at the Priory Museum and you were asked by the English Heritage Organisation to write the contents of the museum's new presentation leaflet. You will be given a blank sample of this leaflet.

Annexe 15 – liste de lexique

VIKING HERITAGE

Useful Vocabulary

Abbreviations : n. (noun) / v. (verb) / adj. (adjective)

Kirtle (n.)	Cotte
Cloak (n.)	Cape
Belt (n.)	Ceinture
Suit of armour (n.)	Armure
Breastplate (n.)	Plastron
Shield (n.)	Bouclier
Weapon (n.)	Arme
Spear (n.)	Lance
Sword (n.)	Épée
Axe (n.)	Hache
Dagger (n.)	Dague
Conquest (n.)	Conquête
Conquer (v.)	Conquérir
Dane (n.)	Danois
Jarl (n.)	Chef Viking
Fierce (adj.)	Féroce
Heathen (adj.)	Payen, barbare
Berserker (n.)	Guerrier viking frénétique
Bloodthirsty (adj.)	Sanguinaire
Ruthless (adj.)	Sans pitié, cruel
Slaughter (v.) / (n.)	Massacrer / massacre
Pillage (v.)	Piller
Plunder (v.)	Piller
Raid (v.)	Attaquer
Raid (n.)	Attaque soudaine
Trade (v.)	Commercer
Longboat / longship (n.)	Drakkar
Sail (v.)	Naviguer
Monastery (n.)	Monastère
Priory (n.)	Prieuré
Omen (n.)	Présage
Portent (n.)	Présage
Monk (n.)	Moine
Bishop (n.)	Évêque

Annexe 16 – Grille d'évaluation de la tâche intermédiaire

Evaluation de la tâche intermédiaire

			
Originalité du contenu			
Réalisation de la tâche, respect des consignes			
Cohérence dans la construction du discours			
Correction de la langue			
Richesse de la langue			
Total	/10		

Sequence 5 – Viking Legacy – Final Task

To what extent have the Vikings left and ambiguous legacy in England ?

TASK : On the Holy Island of Lindisfarne, the Priory Museum is about to reopen after a year of refurbishment. You were asked by the English Heritage Organisation to write the content of the museum's new presentation leaflet. You will be given a blank sample of the leaflet as a Word document to complete. (500 words)

Send your leaflet to this email address : louis.lafont@etudiant.univ-reims.fr and to Mrs JURISIC

STEPS TO FOLLOW :

- A) Connect to the ENT and download the blank template
- B) Follow the titles of each text box to guide your writing
- C) If your work is complete, any additional sign of creativity will be rewarded with bonus points (maximum of 2 points)
For example, you can :
 - Resize the text boxes
 - Add images
 - Change the font type, size, or colourBUT you **cannot** change the titles of the different sections
- D) Send your work via email



Annexe 18 – Grille d'évaluation pour la tâche de fin de projet

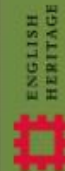
SEQUENCE 5 – VIKING HERITAGE

Grille d'évaluation de la tâche finale

	Qualité du contenu,	Correction de la langue, utilisation des temps du passé	Richesse de la langue, utilisation du lexique vu en classe	Respect des consignes, et du format demandé	Points
C1	Peut traiter le sujet et produire un écrit fluide et convaincant, étayé par des éléments (inter)culturels pertinents	Peut maintenir tout au long de sa rédaction un haut degré de correction grammaticale, y compris en mobilisant les temps du passé et des structures complexes.	Peut employer de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	Toutes les consignes et le format attendu sont respectés.	5
B2	Peut traiter le sujet et produire un écrit clair, détaillé et globalement efficace, y compris en prenant appui sur certains éléments (inter)culturels pertinents.	Peut démontrer une bonne maîtrise des temps du passé et des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus	Peut produire un texte dont l'étendue du lexique et des structures est suffisante pour permettre précision et variété des formulations	Les consignes ne sont pas toujours respectées et/ou le nombre de mots est inférieur à 400.	4
B1	Peut traiter le sujet et produire un écrit intelligible et relativement développé, y compris en faisant référence à quelques éléments (inter)culturels.	Peut démontrer une bonne maîtrise des temps du passé et des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture	Peut produire un texte dont l'étendue lexicale relative nécessite l'usage de périphrases et de répétitions.	Les consignes ne sont pas toujours respectées et/ou le nombre de mots est inférieur à 300	3
A2	Peut traiter le sujet, même si la production est courte.	Peut produire un texte immédiatement compréhensible malgré des erreurs fréquentes.	Peut produire un texte dont les mots sont adaptés à l'intention de communication, en dépit d'un répertoire lexical limité.	Certaines consignes ne sont pas respectées et la production est trop courte	2
A1	Peut simplement amorcer une production écrite en lien avec le sujet.	Peut produire un texte globalement compréhensible mais dont la lecture est peu aisée	Peut produire un texte intelligible malgré un lexique pauvre.	Les consignes ne sont pas respectées et la production est trop courte	1

Annexe 19 – matrice de la tâche de fin de projet (page 1)

Our Collection	Visiting Holy Island	Lindisfarne Priory Museum
[insert three elements from the collection and comment on them]	[write here]	
	Useful information	Contact us Lindisfarne Priory's Museum Church Ln, Holy Island, Berwick-upon-Tweed TD15 2RX, UK +44 1289 389200 Visit our website: https://www.english-heritage.org.uk/visit/places/lindisfarne-priory



Annexe 19 – matrice de la tâche de fin de projet (page 2)

